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THE CANADA  
EDUCATIONAL MONTHLY  
AND SCHOOL MAGAZINE.

DECEMBER, 1882.

RECENT CANADIAN LITERATURE.\*

BY THE EDITOR.

THE writer who may set himself the task of preparing a *précis* of Canadian literature, for even the brief period of two years, will be surprised at the extent and richness of the ground he has now-a-days to go over. Time was when the soil was both poor and scant, and the herbage to be cropped from it was neither succulent nor nutritious; but the land has now been given many years of toil, and not a few writers have ploughed in their first crop to enrich it. We may yet be far from reaping great harvests, but that the soil yields fairly, and, by improved culture, may bring forth more abundantly, is the conviction of us all. Forcing, of course, is to be guarded against, but protection from the nipping frosts is equally important. A too eager expectancy may bring disappointment, but neglect and indifference have wrought their own

evils. In the chilling atmosphere in which, for the most part, our writers have worked, that they have accomplished so much, and that the future is so full of promise, is matter for surprise and congratulation. That so many in the face of difficulties and discouragements have been found to withstand the sovereignty of Mammon, and have devoted themselves to the intellectual life, shows how strong is the belief in the saving power of intelligence, and indicates what attractions are to be found in the pursuit of letters.

There is perhaps no circumstance more gratifying to those who from the watch-towers of patriotism are scanning the intellectual horizon of our young country to discern the coming men, than to find the number increasing of those who are taking up literature as a profession, and to note the still larger number that here and there in the community are fostering a

\* A Review; prepared by the writer for the last issue of Morgan's *Dominion Annual Register*.

love of culture, and are more or less actively giving it expression. With regard to the latter, the present writer has had exceptional opportunities of judging, and during a ten years' connection with our national magazine, no circumstance has impressed him so much as the increase of that class who are paying court to literature, and are doing excellent work in supplying articles for our periodical press. It may be said that the worth of this work is slight and of light weight as literature, but it is the stepping-stone from journalism to letters, and a necessary stage in the evolution of mind. In this view, Canadian literature owes no small debt to such periodicals as the *Revue Canadienne* and the *Canadian Monthly*, though recognition of it may not be more fervid than that given to foster-mothers in general. So far as the public are concerned, however, recognition of the contemporary value of this work is a duty, the more imperative because it is done without fee or reward. In the absence of the pecuniary stimulus to exertion, and in the face of the losses which authors and publishers have sustained in Canada, in endeavouring to catch the ear of the public, it is not surprising that the literary status of the country is as yet not a high one. What it might, and speedily would be, were literature more recognised as a profession, there is much to indicate, and nowhere is this more observable than in the pages of the periodicals we have referred to, where writers are represented whose work, had it the inspiration which public recognition and its attendant pecuniary reward might supply, would quickly burgeon out into goodly proportions and secure for itself merited fame. But the real aid these magazines afford to the future literature of Canada is of itself little recognised: as quarries where each writer is fashioning the stones to take their indi-

vidual place in the future edifice of our literature, their service is well-nigh incalculable. And how greatly do they stimulate the thought and increase the intelligence of the community!

These are times of unusual mental conflict, and no man is a believer in the *ipse dixit* of another. The age is perhaps too critical, but its scepticism and analytic habit are an education in themselves. People are reading more, but they are also thinking more. In every department of research is this the case, and had we a school of competent criticism, and a few leaders of thought who would enter more sympathetically into the mental engrossments of the masses, the benefits of the thirst for reading would be enhanced, and a healthful direction given to the forces of the native intellect. The press, over the country, might be more helpful than it is: in the cities, at least, we might look for more intelligent reviewing and greater effort to do justice to our native writers. In one notable instance, that of the most prominent journal in the country, book reviewing is little else than a farce, and the aid given to the nascent literature of Canada is of the feeblest and least encouraging character. The absence of a high-class literary weekly, with a generous department of critical opinion, is equally disadvantageous. Nor is the influence of those who have enjoyed the training of a University much more helpful. The atmosphere of culture that exhales from our college halls cannot be said to be very penetrating. Education, undoubtedly, has made rapid strides, but the results, in the main, of a college training have not yet shown themselves in much original and creative work. The conventional professions, no doubt, have been enriched by the Universities, but the profession of letters has not been so aided. Other and more lucrative

walks of life have absorbed the material, though, when wealth and leisure are attained, literature may recover its own. Could we have the system of fellowships and endowments for research which in connection with the Universities of the Old World furnish a certain stimulus to literary and scientific achievement, native interest in literature would doubtless increase, and public enthusiasm be more largely enlisted in the work of the schools.

But we need not write of our shortcomings with bitterness, still less with exaggeration. There is much that is encouraging, and a progress in intellectuality which is positive and substantial. In the broad average intelligence of our people there is much to do us credit; and there has been a marked gain in the taste for reading, and with it an increased reflective tendency and a creditable power of penetration. We have not to record great literary feats, but we have gained on the days of brochures and political pamphlets. Public interest in topics of discussion has perceptibly risen, and the range of thought is now wider and more acute. Insignificant matters, it is true, still largely occupy the public mind, and the newspapers continue to pander to frivolous tastes. But the constituency grows that demands a higher mental pabulum, and many of the journals are laudably meeting the want. For the appetite of the masses politics are still the food, but there is a growing disrelish of the more peddling kind, and a quickened interest in the higher matters of the State. The appreciation of statesmanlike qualities in those who serve the country is becoming more pronounced; and there is a flush of pride at the thought of those who ornament the bench. The cry for an educated ministry, and for greater pulpit power, is everywhere heard; and with the higher scholarship of the dominion his status is at last ascending. In the

review of the intellectual progress of the country these are matters that count for something, and we hold them to be a gratifying feature of Canadian development.

Another and a practical evidence of the growing culture of the community, and its advancement in letters, is to be found in the expansion of Canadian publishing industries, and the ready enterprise with which the native book-houses take up ambitious literary projects. A signal instance of this will occur to everyone in the spirited undertaking of the Art Publishing Company of Toronto, in preparing and launching, at enormous expense, their elaborate table-book "Picturesque Canada." This publication we have elsewhere spoken of as one that will mark a great artistic epoch in the intellectual progress of our people, which must have an immense influence upon the present and future of Canadian art and Canadian literature. At one stroke it has set Canada upon a lofty pinnacle of literary and artistic achievement, to whose brave heights she beckons other art enterprise, with equal strength of pinion, to soar and place an added chaplet on her head. With this magnificent example of the art of native book illustrating before them, anything is now possible of accomplishment to our publishers; and we are safe to look for a harvest of similar ventures, in other departments of labour, in the nigh years to come. Equally gratifying is it to note the number and variety of other literary undertakings which the past two years have brought to light. Projects more or less ambitious have been set on foot, and a positive amount of fulfilment reached, which is exceedingly encouraging to the quickened mental impulse of the people. The initiation of a series of reference books, such as the "Dominion Annual Register," is of itself an evidence of growth, not only in the material affairs of the

nation, but in those activities of the literary life which, in a progressive community, find exercise in the supplying of repositories of information and record, of the utmost value in the present and future of the country. Of similar import is the publication of such works as Dr. Todd's "Parliamentary Government in the Colonies," Dr. Ryerson's "History of the Loyalists;" M. Doutre "On the Constitution;" Mr. Rattray's "The Scot in British America;" Mr. Dent's "Canadian Portrait Gallery;" and his valuable record of "The Last Forty Years." Other undertakings of like character we might also speak of, which denote an awakened interest in the subject which has recently occupied Mr. Bourinot's facile pen, "The Intellectual Development of the Canadian People," and emphasize the fact that the passing years are creating annals in which future historians of the Dominion may find interesting material of research, and the coming poets worthy themes for their muse.

And what the poets themselves are doing, though the age is a material one, is not to be overlooked. Though much of their work lacks the strong fibre and fervour of imagination we would like to see it possess, there are artistic results and an emotional ardour and susceptibility to the beautiful wholly commendable. In the fineness of sensibility and frequent daintiness of expression, recent years have brought us a higher order of verse, which proves the growth of culture in the community and the presence of refining influences actively at work. What it most wants is that it should take its inspiration more largely from Canadian sources, treat more freely of the history and legends of the country, deck itself in the tints of our glorious land, and sing more of the songs of our woods and waters. The atmosphere of nationalism, indeed, is one that should more penetratively per-

vade our literature than it does. If it is ever to fire the heart of the nation, and to create a distinguishing type of national character, it must cease to be imitative, and find the materials of its art and occupation at home. It may borrow the literary forms of author-craft in the Old World, but its themes must be those of the New. Let us also import the high standard of old lands, by which to test our work, and to set a high ideal before our literary workmen; but having these, let the rest be original and creative. If with half a continent to draw upon, we remain servile to Old World models, we have inherited to little purpose the traditions of our race. But we have faith in the higher purpose of our writers, for a Canadian songstress, in lines prophetic, has already assured us of ambitions that are stirring hearts to claim a world's attention:

"Oh! Poet of our glorious land so fair,  
Whose foot is at the door:  
Even so my song shall melt into the air,  
And die and be no more.

But thou shalt live part of the nation's life;  
The world shall hear thy voice,  
Singing above the noise of war and strife,  
And therefore I rejoice!"

In this hope let us go forward, ever manifesting an ardent interest in, and giving heartiest support to, the intellectual life of Canada. Literary composition, admittedly, is not an easily acquired art, and there is need of all the aid and encouragement that can be given to it. Few as yet are born to wealth or leisure in the country, and they who write to live are the majority of those who please or instruct us. The literary work hitherto done by Canadians has been achieved through corroding care and amid the tumult of alien noises. Let that of coming writers have the aid of a more favourable environment. What the proposed Royal Society

may do for our future literature can scarcely be predicted. Our literary men will not look to it to relieve them from pecuniary pressure in their arduous labour; but it will justify its existence if it enlists public sympathy in its service and secures for the author the honour and reward of his work.

In the following pages we record the literary achievements of the past two years\* and, in commending the industry and ability of the writers, we would bespeak for their work a larger measure of public recognition, and a more generous and encouraging support.

#### HISTORY AND BIOGRAPHY.

The chief interest in Canadian history, it is almost trite now to say, has hitherto centered in the French régime, the heroic incidents of which Mr. Francis Parkman has anticipated Canadian writers in depicting, though his charming narratives, to which he is about to add the thrilling story of Wolfe and Montcalm, reconcile us to the thought that the period has found its first and best historian in an American. That the mine, however, has only just been opened, the reader of our early annals, who knows the wealth and variety of the materials which await industry and research to be brought to light, must be fully conscious; while to the novelist and dramatist the ground may be said to be as yet unbroken, if we except Mr. Kirby's *Le Chien d'Or*, a romance of the highest excellence, which is far too little known to the people of Canada. But of the later, and perhaps not less heroic, periods of the country's history, Canadian writers have in the main a monopoly. And here native literary activity, in a commendable degree, is now showing itself. "Peace hath her victories no less renowned than war;" and the records

of settlement in the Upper Province and the story of the struggling pioneers are finding historians to deal with them, and readers curious and interested to devour what they have written.

"History repeats itself," and the Canadian *littérateur* has in the story of the United Empire Loyalists a tale to tell, such as the American historian has had to narrate of the refugees from oppression who peopled the New England Colonies, and whose struggles in the then wilderness of the Atlantic seaboard find a parallel in the same war with nature in the case of their descendants in Ontario. Unfortunately, in Dr. Egerton Ryerson's *The Loyalists of America and their Times*, though it was the design of the now deceased writer that his work should be "an historical monument to the character and merits of the fathers and founders of my [his] native country," the author has occupied himself too much with re-telling the story of the settlement of Massachusetts and of the doings of the Puritan Fathers, and has not devoted that space to the incidents of settlement in Upper Canada which for our own people would have had an entrancing interest, and been the most acceptable contribution to our native history. Nevertheless, the work we first chronicle in this department has many claims upon Canadian readers, and the author's enthusiasm in his subject and years of industry in compiling his materials, though he has not made the best use of them, deservedly entitle his volumes to notice and commendation.

In Mr. Rattray's *The Scot in British North America*, we have a most important contribution to our native literature, in a department of exceptional interest to students of national life and character. The first two volumes of the work have appeared, and they contain a mine of informa-

\* Our space will only permit of extracts from the Review in History, Biography, and Belles-Lettres.

tion, respecting the political, material, social, and intellectual life of the country, as these features of its development have been influenced and operated upon by Scotchmen. No more vital inquiry could well have been taken up by a Canadian writer than this one of the national character. What its ingredients are, how they have come together, and in what manner they have fused, or are fusing themselves, into the national life of a people, are never failing questions of interest. In the case of Canada, as indeed of all countries of a composite colonization, the inquiry, moreover, is of vast importance, as the results of the analysis cannot but be of service in directing the future line of the country's progress, and in stimulating the development of those characteristics which conduce most to the success of its people. But, besides the question of the national idiosyncracies, and the mental constitution of the Scot, which have ever been important factors in the world's work, there is the larger subject and more special inquiry which has occupied Mr. Rattray's pen—the record of Scotch colonization in various sections of the Dominion, the conspicuous part taken by Scotchmen in the early military affairs and later political administration of Canada, and the no less signal achievements of the race in the paths of industry and commerce. These are the themes to the consideration of which Mr. Rattray has brought eminent talents, an intimate acquaintance with the country's history, and a power of graphic writing which give a special charm to the author's work and commend it to every thoughtful and cultured Canadian. The two concluding volumes of Mr. Rattray's history, which are eagerly looked for, we are glad to learn are now in press. The publishers, we must add, deserve a word of commendation for their share in

the production of the volumes so far issued.

In *The Canadian Portrait Gallery*, edited by Mr. J. C. Dent, we have a most creditable and successful attempt to illustrate Canadian history in the lives of its chief actors. Mr. Dent has cultivated the gift of biographical writing to a praiseworthy extent; and though he has been preceded in this field by others, he has won new and well-deserved laurels, and given to our literature another critical and discriminating account of the men who have left their impress upon Canadian history, or are still engaged in moulding or influencing its affairs. The range of Mr. Dent's volumes is extensive, and embraces the most prominent public men of the country, the facts of whose lives, and the share taken by them in the varied affairs of the nation, should be familiar to all Canadians. The biographies are full, painstaking, and, in most instances, impartial. They are interesting not only in the facts they supply in regard to the personal history of the subjects treated of, but for the light they throw upon political and national events, and the aid they afford to the student of the country's annals in comprehending the questions which from time to time have agitated the public mind. The coloured lithographic portraits, prefixed to the memoirs, are a further and serviceable aid to the exposition of character, and though the results are not always happy they are a fitting complement to the letterpress.

In the same author's *The Last Forty Years* Mr. Dent has essayed, with, we may say, unqualified success, the task of writing a picturesque history of Canada from the period of the Union of the Provinces in 1840. For those not possessed of the historic spirit, and who dislike to grope in the musty archives of earlier eras, Mr. Dent's new work will have a certain

attraction. In the main, the period covered being a contemporary one, it will possess an interest which remote events usually fail to arouse; though the writer will have the drawback of having to contend with judgments already formed and a criticism which is more or less influenced by the predilections of the reader. Nevertheless, the author is acquitting himself well of his task, and, on the whole, commenting with judicious fairness on the events which have taken place within the memory of the present generation. The plan of the work is in itself attractive, viz., that of grouping facts and events into chapters which typify and illustrate the formative periods of the country's growth rather than the setting forth in minute detail of the history from year to year. This procedure gives room for picturesque writing, and presents the events of the time in a guise most acceptable to the general reader. The work, we may add, has the aid of excellent typography, and is enriched by a number of portraits of prominent men, fairly well engraved on wood, and, generally speaking, good likenesses.

In the title, *A Popular History of the Dominion of Canada, from the discovery of America to the present time*, by the Rev. W. H. Withrow, M. A., we have a clue to the character of the work issued by the talented editor of the *Canadian Methodist Magazine*. The work is essentially a popular history, covering the whole ground of the national annals, with a necessarily brief but intelligible outline of the history of each separate Province. It is especially attractive in its treatment of the earlier history of the country; its narrative of the explorers and discoverers, the heroic struggle between the two races for possession of the continent—the story of the Jesuit missions, the histories of the Indian tribes, and the gradual colonization

and material development of the Dominion being particularly well brought out and sympathetically delineated. The narrative of the later history, the incidents of the American Revolutionary War, the settlement of the Upper Province by the U. E. Loyalists, the political struggles which preceded the rebellion era, and the more recent story of Confederation, as well as the national growth and development of the country, find a fitting treatment and a just and appreciative consideration. The work is deserving of its success, to which the author's pleasant style of narration contributes something; and it bids fair to retain a firm hold upon public favour as a lively and faithful narrative of Canadian history.

In the department of "history and biography" our French compatriots have not been quite idle during the past two years, though the English writer in the Upper Province is at no little disadvantage in chronicling their literary undertakings, from the absence of information as to the doings of the *littérateurs* of Quebec, and the difficulty of meeting with the publications of the Lower Canadian press in the West. Those who control the public libraries of the Upper Province greatly fail in their duty in manifesting so little interest in the writings of literary men in the Sister Province, whose industry and historic pride in the literature of their section of Canada are notable characteristics which do credit to their intelligence and public spirit.

So far as we have been able to glean, however, the chief contributions to history issuing from French Canada appear to consist of papers read before the Historical Societies of Montreal and Quebec, and of *brochures* containing historical memoranda relating to persons and events in the earlier life of the country. The most important of these is the Seventh



Volume of *Mémoires* published by *La Société Historique de Montréal*, which deals with the *Voyage de Kalm en Amérique*, and has been translated and edited by M. L. N. Marchand, a Montreal Advocate. Kalm, who was a Swedish botanist of distinction, and a Professor of the University of Upsala, was selected by the great Linnaeus to make a voyage to the United States and Canada, under the auspices and at the expense of the Royal Academy at Stockholm. His purpose was to make a collection of seeds of plants and trees native to the New World, and to describe the physical features and natural productions of the country. The expedition was undertaken in 1748, and covered a period of four years, during which he explored the country from Philadelphia to the White Mountains, thence, via Albany and Saratoga, to Niagara Falls and back to the Quaker City. From the White Mountains he seems to have made his way to Quebec, and in his journals he jotted down matters historical and scientific which Quebec savants now deem worthy of reproduction. The present volume, we understand, is only an instalment of the work M. Marchand is about to prepare, and does not as yet deal with the Canadian portion of the narrative. The Montreal Society is to be congratulated on the result, so far, of M. Marchand's work.

#### BELLES LETTRES.

M. Louis Honoré Fréchet is the foremost representative of that genuine Canadian literature which, since the days of the *Relations des Jésuites*, has flourished in our historic New France. His being singled out in 1880 as the recipient of the highest literary honours from the Academy at Paris has made every Canadian familiar with a name which has won this guerdon for the country. M. Fréchet has written *Pèle-Mêle*, *Les Oui-*

*seaux de Neige*, and two historical dramas entitled *Papineau* and *Le Retour d'Exil*. The two former consist altogether of lyric verse, mainly descriptive of Canadian scenery; and it may be said that few of our native writers have been so successful in holding the mirror up to nature. Of our English-speaking Canadians, John Reade and Charles Sangster are the writers who come nearest Fréchet in this respect. The French Laureate has made the genius of the Canadian woods and waters his own. His *Vers de Société*, particularly in such compositions as *Un Nuit d'Été* and *Après le Bal*, have a special charm; and, as in the spirited ode to the memory of Papineau, these lyrics are thoroughly in sympathy with liberalism.

Of more permanent value than the volumes of verse hitherto named, however, is *The Coming of the Princess and other Poems*, by Kate Seymour Maclean, of Kingston, and *Orion*, by Charles G. D. Roberts, of Chatham, N. B. Mrs. Maclean's volume contains a number of lyrical poems of which it is not too much to say that they would enrich the literature of any country. Two stanzas of the author's "Proem" have been already quoted; they contain a prophecy which Mrs. Maclean has herself in great measure fulfilled. *Orion*, by Mr. Roberts, is a vigorous example of the neo-classical poetry which came into fashion with Tennyson's "Æneone." Several of the minor poems in the volume, especially those cast in the "ballade" form, are of remarkable beauty, and deserve the place won for them in the pages of *Scribner's Magazine* and the *Canadian Monthly*.

This department will be incomplete without a notice of the literary labours of Professor Goldwin Smith during the years 1880-81. His *Life of Cowper*, in Mr. Morley's "Series of English Men of Letters," though pub-

lished in England, may properly be chronicled here, as the work was written in Canada, and a special edition was placed on the Canadian market. Mr. Smith had an exceptionally delicate task entrusted to him in preparing a history of the poor, faded, melancholy life of the poet Cowper. The memoir, however, is admirably written, with a thorough appreciation of the gentle life and literary work of the poet, and a reverent treatment of the incidents of his career which call for considerate yet discriminating comment. The book is invested with all the charm of style characteristic of Mr. Smith's writings. Not less valuable to the student of literature is the collected volume of Prof. Smith's *Lectures and Essays*, which, though printed for private circulation, well deserves to be recorded among Canadian book issues of the period. The work consists, in the main, of contributions to Canadian literature, em-

bracing papers on historical, social, and literary topics, which for the most part appeared in the *Canadian Monthly*.

The volume shows Mr. Goldwin Smith at his best, not only as a master of English style, but as a profound thinker and a man of scholarly acquirements and rare intellectual gifts. To the literary work on these two volumes we have to record the great national service Mr. Smith has rendered in the publication, over a period of eighteen months, of "*The Bystander*, a monthly review of current events, Canadian and general." Rarely, if ever, have passing events in any country been discussed with greater ability than the topics of the time have been treated of in this serial. Its publication has made a substantial and unique contribution to the intellectual resources of Canada, which we venture to say many have profited by.

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## ENGLISH LANGUAGE IN PUBLIC AND HIGH SCHOOLS.

BY E. B. POWERS, NASHUA, N.H.

THE expression, "Language in the Public and High Schools," is, of necessity, indefinite; for, in its broadest signification and in its most rigorous analysis, every subject of study and every mental process, since words are its signs, must contribute, directly or indirectly, to discrimination and facility in the use of language. But, upon my part at least, this discussion will be limited to those subjects and exercises which have for their avowed end and direct object systematic instruction in the English language. These will include conversation, language lessons, composition, rhetoric, grammar, and perhaps literature.

How, then, not in talk nor upon paper, but in the school-room, shall English language be taught? The cardinal principle is that from the first to the last, from the lowest to the highest grade, from the entrance at the primary school to the graduation from the university, careful training in oral recitation and description, and daily systematic work with pen and pencil are the only efficient instruments by which correct, vigorous, and idiomatic English thought and language can be developed in the mind, and expressed by the hand of the average pupil. More than this. Practice should precede theory, and thus technical grammar be-

longs to the last year of the high-school course, and not to the commencement of the grammar grade; and even then, if English grammar is to be what many people and some teachers regard it, it doesn't rightfully belong anywhere save in a museum with the stocks and thumb-screws of the Middle Ages.

As a scholar in English grammar, I never wrote a sentence. The correct use of capitals, and punctuation were represented by  $x$  and  $y$ , since they were unknown quantities; and the elegant expression "had ought" by acclamation was crowned king of emphatic assertion. English grammar was to us the memorizing of rules and definitions, of whose application and meaning we were profoundly ignorant. And yet, one solitary ray of light penetrated the darkness; for we learned that a verb was a word which signified "to be, to do, or to suffer," and its last stage certainly included us. It was also committing to memory thrilling conjugations, which commenced with the confident "I love," and ended with the saddest of all refrains, "I might have been loved." To us it was analysis and parsing, the determination of whether some collocation of words was a complex adverbial element of the fifth or fifteenth class; and a part of the elaborate machinery consisted of bars and links from which depended, writhing in agony, certain unfortunate words and phrases, which had been impaled thereon; and it did mean the tearing down of the glorious English of Shakespeare, Milton, and Macaulay, while out of the ruins no one of us could have constructed a single sentence which would not have been a fitting monument of our ignorance and incapacity. It was an intellectual desert, more desolate and barren than Sahara, since it was unrelieved by a single oasis.

When a boy shall have acquired

facility in swimming by mastering the principles of specific gravity and the laws of equilibrium; when a carpenter shall become a finished workman by learning the definitions of his various tools; when a farmer shall successfully hoe corn by memorizing from a text-book on botany a description of weeds and grasses, there will then be some hope that technical English grammar thus taught will accomplish its avowed end. It is to be hoped that, to-day, no scholar in New Hampshire is heir or joint-heir to this heritage of woe. But I suspect that truth would be compelled to confess that there are many.

But how shall English language be taught in that graded school-system which includes seventy per cent. of all the scholars in this State? On the first day of the grammar-school course should be commenced daily systematic instructions on this subject. There is now, at least, no want of excellent text-books. A dozen firms publish *Language Lessons*, *Language Primers*, and *First Lessons in English*, that are well-nigh models in this department of study. Centuries of university and collegiate experience, the history of all manufacturing industry, and every example of brilliant individual success, unite in declaring that for the highest good of the pupils the departmental system of instruction should exist in every grammar school where more than one teacher is employed. Let one instructor take charge of the subject of language in all of the classes. But inflict upon no class a teacher who considers the subject a dry one; for language is the foundation upon which is reared all intellectual growth. Select one who has a love for this particular subject, whose industry is tireless, whose energy will awaken to life, and whose enthusiasm is broad and deep as the needs of the minds committed to her charge. A single text-

book will suffice for the entire course ; and to each year and to each term should be assigned the work which may be blended into a consistent whole. Given this kind of a teacher and such a text-book, our next need is all the blackboard surface possible in the room, and this divided by narrow, painted, vertical lines, into spaces two-and-a-half or three feet wide. If possible, have enough of these for the entire class, and let each scholar take the same section day by day. Have good blackboards, or give no peace to those whose duty it is to provide them. Before recitation have them thoroughly cleaned with eraser or chamois-skin, even if you perform this labour yourself. Do not expect all of the cardinal virtues, in work that is swimming in dust and dirt. Insist upon a clean board, and the best mechanical execution in spacing, arrangement, and handwriting for every scholar.

Picture the first day of the term, and yourself the teacher *standing* before your pupils ; ask that class why they study language, and what benefit they expect to derive from it. Give them a moment for thought ; volunteers will not be wanting. Bind together the partial truths they express into a complete statement. Enlarge upon it ; convince them that the manifold treasures of the English language are not to vex a school-boy's brain, nor slumber in a heap of learned dust. Request them to open their text-books and silently read so much as pertains to a single point in the lessons of the next day. Suppose, for illustration, the subject to be Nouns. Then ask for the name of some object in the room, and when it is given, require each scholar to construct mentally a sentence containing it. Request many of them to state the sentences they have thought out. Take each subject in the same manner, using text-book, blackboard illustrations, and oral-work to fix principles and

develop thought. Remember that in the early stages of education, however excellent may be the text-book, it is to the average scholar only dead matter, until the intelligence and enthusiasm of the teacher shall light up its every page with golden thought. Go over with your scholars each lesson in advance ; and, when you assign it, let it be something to do rather than a tax upon the memory. In the case supposed, give three or four nouns, each of which is to be incorporated into a sentence, and brought into the next recitation neatly written out. At a given signal, from paper in hand, each scholar writes his work upon the board. Pupils resume their seats, and the sentences upon the first section are read by the scholar who wrote them. Call upon the class for criticisms in reference to every essential point.

I am not unacquainted with the fact that some prominent educators utterly object to any form of class criticism. Without pausing to argue this point I must say, as a teacher, that the expression of the class opinion is one of the most efficient means of intellectual growth ; and as a parent, I would insist that a child of mine, upon the broad platform of the public school, shall be taught to criticise with justice tempered with kindness, and to receive criticism in that spirit which is at once the highest test of moral greatness, and the brightest hope of mental development. Any teacher worthy the name can turn unjust criticism into that channel where it shall both gladden and improve, and the child or the adult who cannot endure kind and just criticism is too tender a plant for any regions save the celestial.

Whatever corrections are sustained by the teacher, the scholar makes upon his paper. It may be well to have these sentences neatly written in a book kept for the purpose. Let each day's work be, as far as possible, a

review of all the principles that have gone before. Do not forget that memory is a pygmy, and patient thought a giant. Avoid every form of recitation where a single scholar can evade attention, responsibility, and thought. State the question in advance to the class. Allow perhaps a minute for the development of the idea, and call upon some scholar. More than ten years' experience in the class-room has convinced me that the hushed moment, when all are thinking upon a single point, is the most fruitful period,—yea the golden opportunity in the mind's development.

Do not talk too much, and hold every scholar responsible for the information you convey. Pursue this method through the Public School course, and from oral exercises and written work, from simple, compound and complex sentences with their various modifications, build, day by day, that ladder upon which the scholar may mount into the clear light of higher elevation and broader vision. Require occasionally a composition; but do not call it by that name, for long abuse has given to it a terrible meaning. Let the subject be within the scholar's comprehension. A boy who is dumb on the subject of "Eternity" will wax eloquent on "Trout fishing." And this should be written in the school-room under the guidance and encouragement of the teacher. If you desire enthusiasm and good work, correct and return them as soon as possible; if you expect indifference and poor results, consign them to the waste-basket, or that tomb of the Capulets, the teacher's drawer. Never shall I forget the despair and wounded pride with which I heard a little girl say, "We hand in our examples, but the teacher never looks at them."

One recitation each week, in the high-school, throughout the course is, in my judgment, better than the same amount of daily work. I would sug-

gest for the first two years a text-book, like Swinton's *English Composition*, or Swinton's *Word Analysis*; for the third, a practical *Rhetoric*, like Kellogg's; and for the last year a philosophical English grammar, like Whitney's *Essentials*,—all of these to be taught by the same method, not as theory alone, but as an art, with pen and pencil. But all of this labour will produce only withered fruit, unless the scholar shall become an habitual reader and student of the masterpieces in English literature. One exercise weekly during the course upon entire selections from Irving, Macaulay, Burke, Webster, and Shakespeare is to-day not merely a desirable accomplishment, but a necessity in high-school education. Never did Eastern fable assign to the upas tree a more subtle poison, nor to Pandora's box a more gigantic evil, than in a taste acquired in youth for the sensational fiction which this age and country shower upon us like the leaves from the forest.

"Like the bat of the Indian brakes,  
Her pinions fan the wound she makes;  
And soothing thus the dreamer's pain,  
She drinks the life-blood from his vein."

It is then of the utmost importance that the public school inculcate a love for that literature which is pure, noble and vigorous. Will the boy who has learned to read and appreciate the elegant expression and musical cadence of the "Sketch Book," the magnificent word-painting of the essays on "Warren Hastings" and "John Milton," the immortal panegyric upon "Marie Antoinette," the peroration of the "Reply to Hayne," and those passages in "Hamlet" which, stirring to the lowest depth both mind and soul, have become interwoven with the very texture of common speech,—will any boy thus taught turn from such an intellectual feast to the dark pages of a dime novel?—*New England Journal of Education*.

## THE FUNDAMENTAL PRINCIPLES OF MENTAL CULTURE.

BY EDWARD BROOKS, PH. D., MILLERSVILLE, PA.

**E**DUCATION treats of the developing of the powers of man, and the furnishing of his mind with knowledge. The developing of the powers is called *culture*, and the furnishing the mind with knowledge is called *instruction*. These two operations are logically and practically distinguished. Culture seeks to draw out and train the powers of the mind; instruction aims to put knowledge into the mind. Each, to a certain extent, implies the other; for, in giving culture, we make use of knowledge, and, in imparting knowledge, there must always be some growth of the mental faculties.

So far as they differ, however, culture is to be regarded as of more value than instruction. The aim of culture is to give mental power; the aim of instruction is to give knowledge or learning, and mental power is worth more than learning. The power to acquire knowledge is worth more than the knowledge acquired, and the power to originate knowledge is even more valuable. A person should know more than he ever learned; and this is possible when his mind has been properly cultivated. The highest object of the teacher should be, therefore, not merely to impart knowledge, but to cultivate mental power. We should measure our work by the mental growth of our pupils, rather than by the amount of information we have imparted.

This work of mental culture should be intelligent and thorough in its character. It should reach every faculty and give training to every pow-

er. In order that it may be done in the best manner, the teacher should be guided in his work by some broad and fundamental principles definitely formulated and fixed in his memory and understanding. Work done by chance is seldom well done; all high art, and teaching is one of the highest arts, should be done in the light of broad and comprehensive principles. We, therefore, suggest to the younger members of the profession the following ten principles, for their guidance in the great work of teaching. These ten principles are so broad and comprehensive in their nature that they may be regarded as the *decatalogue of mental culture*.

1. *The object of mental culture is the fullest development and highest activity of the faculties of the mind.*—The mind is developed by culture. Its powers are strengthened, and made to act with vigor and skill by judicious training. Without such training the mind may remain comparatively inert, or its activities may conflict with the normal laws of mental development, and fail to produce the best fruits of culture and knowledge. In this respect the mind is like a field, and mental culture like the culture of the soil. Left to itself, a farm may be overrun with weeds and briars; while, if subjected to the careful culture of the husbandman, it will teem with golden harvests. So the mind, if left to itself, may waste its energies, and acquire incorrect habits of activity; while, if subjected to the guiding hand of judicious culture, it will develop in nor-

mal strength and vigor, and bring forth rich harvests of precious knowledge.

2. *One of the primary conditions of mental culture is a well-organized and healthy brain.*—The mind acts largely, if not entirely, through or by means of the brain. In its first activities of sensation, the brain and nervous system are an essential condition and medium of mental activity. Impressions made upon the nerves are transmitted to the brain, and there emerge in conscious knowledge. Subsequently thought becomes abstract, and seems to be independent of the brain; yet experience proves that the power of abstract thought depends for clearness and vigor upon the condition of the physical system. Indeed, it is not certain that genius and hereditary mental traits may not depend on some subtle organic peculiarity of the brain-tissue. It is, therefore, an established fact that, for the best results in mental culture, we must endeavor to secure the best condition of the brain and nervous system. "A sound mind in a sound body" is a maxim not to be forgotten in mental culture.

3. *The mind is cultivated by the activity of its faculties.*—The mind is a spiritual activity, and grows by its own inherent energies. Mental exercise is thus the law of mental development. As a muscle grows strong by use, so any faculty of the mind is developed by its proper use and exercise. An inactive mind, like an unused muscle, becomes weak and unskilful. Hang the arm in a sling, and the muscle becomes flabby and loses its vigor and skill; let the mind remain inactive, and it acquires a mental flabbiness that unfits it for any severe or prolonged activity. An idle mind loses its tone and strength like an unused muscle; the mental powers go to rust through idleness and inaction. To develop the faculties of the mind and secure their highest

activity and efficiency, there must be a constant and judicious exercise of these faculties. The object of culture is to stimulate and direct the activity of the mind.

4. *The activity of the mind requires objective realities for it to act upon.*—The mind cannot act upon itself; there must be material for it to act upon. As a power to know it demands an external world of knowledge to meet the wants of the internal knowing subject. There is such a world of knowledge suited to, and correlating with, every mental activity. The material world is seen to be an embodiment of thought, and the mind begins its activities with the objects of the material world. The mind itself has developed knowledge by its powers of thought, which is also adapted to give culture to each faculty and capacity. This adaptation is manifest, since knowledge, as the product of one mind, must be suited to the different capacities of all minds. The mind begins its activity with the knowledge thus furnished; it then passes to the creation of knowledge for itself, which affords it its highest and best activity. It is thus apparent that the culture of the mind requires objective realities, and that these realities are abundantly furnished.

5. *Each faculty of the mind requires a culture adapted to itself.*—The mind possesses a variety of powers, and each one of these powers operates with different material, and has an activity peculiar to itself. Each power needs different materials for its activity; what would be best for one faculty would not be the appropriate material for some other faculty. We need concrete objects for perception, facts for the memory, abstract truth for the judgment and the power of reasoning, beauty for the imagination, moral truth for the conscience, etc. Besides this difference of material, there is

also a difference in the activity of the different faculties: the memory operates in one way, the understanding in another &c. Both of these things, the material and the methods of activity, are to be taken into consideration in the cultivation of the mind. Each faculty, therefore, requires, for its training and development, a culture peculiar to itself. Attention to this principle would save the teacher from some of the mistakes now made in the instruction of children.

6. *The culture of the mind should be adapted to the order of the development of its faculties.*—The different faculties do not develop simultaneously. Though all are active from the earliest dawn of intelligence, yet they are active in different degrees at different periods. Some faculties are much more active in childhood, and others need the maturity of years for their mature and full development. The natural order of their development should be understood and followed in culture. To endeavor to force all the faculties to equal activity in childhood would be a mistake injurious to the mind and subversive of the best results of culture. The true order of development should be carefully studied and distinctly understood, and the work of culture adapted thereto.

7. *The culture of the mind should aim at a harmonious development of all the faculties.*—Man possesses a multiplicity of capacities and powers, all of which contribute to his well-being and his dignity. These powers are so related that they may be unfolded in very nearly equal proportions, and harmoniously blend in the final results of culture. For the attainment of a true ideal of education such a development is required. A perfectly developed manhood or womanhood implies the complete development of every capacity and every gift. The training of the mind, therefore, should reach every power and unfold every

capacity. The high aim of culture should be the full and harmonious development of the faculties.

8. *The culture of the mind should be modified by the different tastes and talents of a pupil.*—While all minds possess the same general powers, these powers are often possessed in different degrees. There is often an unusual gift of some one power or combination of powers, which gives us what we call genius. Tastes or dispositions for different activities or pursuits also vary. Such differences are not to be overlooked in mental culture. While we should aim to give a general development to all the faculties, we should not forget these special gifts. Genius should be recognized, and an opportunity given for its highest development and achievements. An unusual gift for poetry, or music, or mathematics, or natural science should be carefully noticed, and efforts made for its highest culture. It is these gifts which enrich science and art, and add to the sum of human knowledge; and the progress of science and art demands that genius shall have the most abundant opportunities for its full and complete development.

9. *The culture of the mind is not creative in its character; its object is to develop existing possibilities into realities.*—The mind possesses innate powers, which may be awakened into a natural activity. The design of culture is to aid nature in unfolding the powers she has given. No new power can be created by culture; we can increase the activity of these powers, but cannot develop any new activities. Through these activities new ideas and thoughts may be developed, and the sum of human knowledge increased; but this is accomplished by a high activity of the natural powers with which the mind is endowed and not by the culture of new powers. The profound philosopher uses the



same faculties that the little child is developing in the games of the nursery. The object of culture is to arouse the powers which nature has given us into a normal activity, and to stimulate and guide them in their unfolding.

10. *The ultimate end of culture is the attainment of the triune results,—development, learning, and efficiency.*—The primary object of culture is the growth and development of the faculties. A correct culture, however, naturally leads to the acquisition of knowledge; the man of cultured mind endeavors to enrich his memory with the truths of science, and to become a learned man as well as a thinker. A second result of culture is thus seen to be the furnishing of the mind with knowledge. It is not enough, however, that the mind has well developed powers, and is richly furnished with knowledge. There should be the power to make use of this culture

and knowledge. The educated man should be able to *do*, as well to *think* and *know*. A third result of culture is, therefore, the acquisition of skill in the use of the mind and of knowledge. In this work of cultivating the mind, therefore, the aim should be to attain the three ends,—*culture, knowledge, and efficiency.*

These ten principles, it seems to me, lie at the foundation of the work of mental culture, and thus of education. A complete system of training the mind can be built up upon them; and they lie at the root of all correct practice of the art of teaching. As we apply them we reach the different faculties of the mind, and unfold particular principles relating to the special methods of training these faculties; but all these principles will be found to rest in, and derive their life and significance from, the principles above stated.—*New England Journal of Education.*

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## ON TEACHING GEOGRAPHY.

BY MIA F. MOFFETT, OWEN SOUND.

THE first instruction to be given to young pupils in the subject of geography will consist of an explanation of the simpler geographical terms, without a knowledge of which little training can be given in the subject. The best explanation can be made by using the knowledge which the pupils have of familiar objects, and to draw from them the general description in terms of a definition; thus, every child of such an age as to enter upon the study of geography has climbed a hill, and has, therefore, a knowledge of the reality of that of which the definition is the general description.

Every child has seen an island, on a small scale at least, and most children have seen a river; or, if not, the boy who has floated his chip in the roadside stream, (and most boys have done so), will have no difficulty in comprehending a description of a river. All know that the sun rises in the east and sets in the west, and at noon is at the south, so that they already have a knowledge of the points of the compass, and are prepared to receive formal instruction in formal lessons, so to expand and classify his knowledge on points already familiar to him, and thus prepare him to

receive instruction in matters hitherto unrepresented to his notice.

In all instruction in geography it must be remembered that the subject is eminently a descriptive one, as its name implies, and the teacher must describe fully from all points of view, or have pupils describe from their actual knowledge or by deduction, every topic presented to their notice. After fully comprehending the subject upon which instruction has been given, the whole may be summed up in a formal definition, or series of definitions, for the purpose of giving the pupil a correct and concise method of expressing himself when called upon to give a description of some matter which he has been taught. The pupil after this becomes responsible for the definition, and it is the teacher's fault if he does not understand it.

To beginners, descriptions of places and natural objects in and around the place where the pupils live, are best suited. For instance, an interesting and valuable lesson could be given to Owen Sound pupils beginning geography, on the Sydenham river—its name; how spelled; the direction in which it runs; the bridges over it; a description of its banks; which the right and which the left bank; the mills situated on it; the dam; the rapids; the falls; the country through which it runs; its mouth; its economic and commercial importance; and many other things relating to this particular river; then the class might be taught the formal definition of a river, a rapid, a dam, the source of a river, its mouth, etc., all of which the pupils, if well taught, now thoroughly understand, and need only to be shown by their teacher how best to express their knowledge in the clearest, most concise, and most descriptive terms. To go to the wilds of Africa or the interior of Asia for subjects to present to a class of children, or to have them recite by rote the rivers of Eu-

rope, when far better and more instructive topics might be presented from near home, seems an illogical course.

After matters of interest in the locality have been exhausted, the geographical description of the surrounding parts may be taken up with advantage, and then the geography of the county will naturally follow. It may be observed, however, that at the proper stage, say when the pupils are able to give a full geographical description of their own locality, a general view of the globe may be taught, going no further, however, than teaching the shape of the earth, the divisions of land and water, the continents, their relative size, the oceans, three or four of the largest seas, the countries of North America, so as to get the position of Canada in relation to the rest of the world clearly before the minds of the pupils; then let the geography of their own country be taught; after that is thoroughly known North America may be taken up more minutely.

When the pupils are to be taught from maps, (which may be introduced very early in the course), the first requisite is to impress clearly upon the minds of the pupils that a map is a representation of a country. In order to do this let a plan of the school room be drawn, first by the teacher upon the blackboard, then by the pupils on their slates or on paper, as accurately and as neatly as they can, always placing the north side towards the top. Then the school grounds may be drawn. As an exercise, each pupil might be advised to draw, again as accurately and neatly as he can, a plan of the house and lot on which he lives, always placing the north side to the top. After that let the teacher exhibit a map of the town, not too elaborately drawn, but giving a fair representation of the streets, streams, bridges, railroads, etc., and require

the children to draw a plan or map of the same; after this, maps may be placed before the pupils, and lessons intelligently given from them; the teaching will now be readily comprehended.

Taken in this way the subject will

not be a dry one, a mere routine of repeating names of seas, rivers, etc., but will be one of interest from the beginning; and if the teacher, too, takes a deep interest in the subject, the pupils will look forward to the lesson in geography with pleasure.

## AN IDEAL COUNTRY SCHOOL TEACHER

BY H. E. P.

**I**F the first aim in any school should be the development of character, the first consideration of means must be the discipline of the school. But a teacher whose reputation rests on discipline usually has few other desirable qualities; so while admitting discipline to be of the utmost importance, we should not understand by it the martinet strictness which allows no one to look either to the right or left. If possible, the scholars should be entirely unconscious that there is discipline. The proper way to bring about this result is to interest the scholars, so that the first requisite in the teacher of a school not pledged to a fixed system of work should be the power of being interesting—originality counts for more than information here, still it is not enough to be interesting; a master could doubtless interest his boys in horse-racing; but the interest must be in those subjects which will be of most value to the pupils. So there are certain accomplishments most desirable to a teacher.

I should be inclined to place first upon the list of those indispensable to a country teacher, that of good reading. I do not mean elocutionary refinements, which have their place elsewhere, but clear, correct, pleasant, intelligent reading. The first object is to make the pupil able to read with

perfect ease, and next to make him care to read. In some schools several hours are now given each day to interesting reading, with the best results, but this subject would require a paper by itself. The only point to be urged here is that the power to read well, and to teach reading well, is of the greatest importance to the teacher of a school in which the scholars are expected to spend only a few years; for their only chance to educate themselves here after will lie in their ability to enjoy good books.

In mathematics, the teacher must be clear and correct. The knack of wrestling with problems full of pitfalls is not essential, but in country towns where it is the custom for all the hard-headed old farmers to treasure up special examples and test every generation of teachers with them, it adds much to the dignity of a teacher to be able to walk serenely among the snares.

A teacher may or may not teach the science of grammar well, but he should always speak correctly himself and correct the pupils' errors.

As for geography, the more a teacher has travelled, the more interesting will be his treatment of that subject.

Beyond these preliminary studies, it is of great importance that a country teacher should be well acquainted

with at least one branch of Natural Science. It is really sad to see how little country people in general know of the world around them. Those who are observing indeed, sometimes have a large store of isolated facts of value, or which might be made of value by the crystallizing touch of a slight scientific framework. Now, there is little time to teach science in a common school. The teacher could at best do little more than encourage the pupils to bring in specimens of the wonders of their own village, and perhaps give them an occasional talk about them; but there are several reasons why this beginning is all-important. Especially is this so because of the present tendency to crowd into

cities, partly from the desire to make money and partly because there is so much that is entertaining in city life.

This tendency cannot be corrected by either philosophy or preaching, but can only be met by such a system of cultivation as shall add to the attraction of the country. A naturalist will gladly forego the allurements of the city in order to follow his favorite pursuits.

We have thus far given only the leading educational qualifications of a country school-teacher. The desirable qualities of mind and character may be considered in another paper. —*New England Journal of Education.*

THERE are real heroes in the world who reveal themselves by their noble minds, lofty purposes, and a firmness of resolve which knows nothing of failure. It is true: the struggle towards a nobler and higher life is a constant effort to free ourselves and the world from whatever is wrong in principle or false in action; therefore, while any evil remains to be overcome, this work will need to be done. The strife will never cease until complete victory is secured. To the real man or woman intent upon this, mere life and death in themselves are things indifferent. It never enters into calculation, inasmuch as life itself is precious only in relation to its object and its end. To attain the one purpose is enough. If the end is reached, whether it is by a long or short journey, is a secondary matter. The only source of satisfaction is that which will enable us to say, even if cut down at a moment's notice, "Thank God, I have done my duty." —*Teacher's Mentor.*

BECAUSE the teaching of our schools is non-sectarian, it need not therefore be non-religious. There is a religion which lies outside of the sects, which embraces them all. Our Government was the first to repudiate Church and State, but it did not thus repudiate all religion, by any means. On the contrary, it then showed the world for the first time a wide view of religion, a view that took in all sects, that covered the weaknesses of all with a mantle of charity, and then perceived only the good of which all have a share. Sects may perish, but religion lives. And that religion which as a law of love and holiness, works in the individual character, eliminating its imperfection, and moulding society through its influence over the individual, this religion holds its power over the hearts of men, whatever the changes, rise and fall of sects may be. This religion might be daily taught in the schools, with no one to say it nay. Let the teacher prepare to impart and exemplify it, and few will murmur and none forbid. —*The Present Age.*

## ANALYSIS AND PARSING.

FROM "PAPERS FOR TEACHERS AND STUDENTS."

"The humble boon was soon obtained;  
 The aged minstrel audience gained;  
 But when he reached the room of state,  
 Where she with all her ladies sate,  
 Perchance he wished his boon denied;  
 For, when to tune his harp he tried,  
 His trembling hand had lost the ease  
 Which makes security to please."

—Scott: *Lay of the Last Minstrel*, I. (Oxford Local, 1883.)

SENTENCE.	Kind.	Subject.	Predicate.	Object.	Extension of Predicate.	Connectives.
(a) The humble boon was soon obtained	Principal sentence	The humble boon	was obtained		soon.	
(b) The aged minstrel audience gained	Principal sentence co-ord. with (a)	the aged minstrel	gained	audience		
(c) But perchance he wished his boon denied	Principal sentence adversative to (a) and (b)	he	wished	his boon denied	perchance	but
(d) When he reached the room of state	Adv. sent. (time) to (c)	he	reached	the room of state	when	when
(e) Whereshe with all her ladies sate	Adj. sent. to (d) describing "room"	she	sate		where, with all her ladies	where
(f) For his trembling hand had lost the ease	Adv. sent. (cause) to (c)	his trembling hand	had lost	the ease		for
(g) When to tune his harp he tried	Adv. sent. (time) to (f)	he	tried	to tune his harp	when	when
(h) Which marks security to please.	Adj. sent. to (f) describing "ease"	which	marks	security to please		

## NOTES TO PARSING.

perchance	Adv. qual. "wished."
trembling	Participle, qual. "hand."
to please	Infin. mood, adj. to "security."

SPECIMEN METRICAL AND INTERLINEAR TRANSLATION OF  
AN ODE OF HORACE,

WITH SCANSION, AND NOTES CRITICAL AND EXPLANATORY.

BOOK I. ODE 23. TO CHLOË.

THOU shunn'st me, Chloë, like unto a fawn  
*Vitas me Chloë similis hinnuleo*  
 That seeks on pathless hills its timorous (1) dam,  
*quaerenti aviis montibus pavidam matrem*  
 Not free from foolish fears of winds and woods.  
*non sine vano metu aurarum et silvæ*  
 For whether she has started at the leaves  
*nam seu inhorruit foliis*  
 Of thorny briar (2) rustling to the wind,  
*vepris mobilibus ad ventum*  
 Or whether lizards green have stirred the bush,  
*seu lacertæ virides demovere rubum,*  
 She quakes in heart, and trembles at the knees,  
*Tremit et corde et genibus.*  
 But I, nor follow thee like tigress fierce,  
*Atqui ego non persequor te ut tigris aspera*  
 Nor like Gaetolian (3) lion to destroy:  
*ve Gaetulus leo frangere*  
 Cease then thy mother's skirts to cling unto,  
*desine tandem matrem sequi*  
 Just ready for a husband as thou art.  
*tempestiva viro.*

LIBER I. CARMEN XXIII. AD CHLOËN.

Vitas | hinnuleo | me similis, | Chloë,  
 Quaeren | ti pavidam | montibus a | viis  
 Matrem, | non sine va | no  
 Aura | rum et silvæ | metu.

Nam seu mobilibus vepris inhorruit  
 Ad ventum foliis, seu virides rubum  
 Dimovere lacertæ,  
 Et corde et genibus tremit.  
 Atqui non ego te, tigris ut aspera  
 Gaetulusve leo, frangere persequor:  
 Tandem desine matrem  
 Tempestiva sequi viro.

*Scansion.* The stanza contains three varieties of *Choriambic Verse*. Lines 1 and 2 are *Choriambic Tetrameter (Asclepiadic)*, consisting of a Spondee, 2 Choriambi, and an Iambus. Line 3 is *Choriambic Trimeter Catalectic (Phœreclastic)*, consisting of a Spondee, a Choriambus, and a catalectic syllable.

Line 4 is *Choriambic Trimeter (Glyconic)*, consisting of a Spondee, a Choriambus, and an Iambus.

*Notes.* The amorous poet rallies the coy Chloë for her shyness, and entreats her no longer to hang on to her mother's skirts like a timid fawn, and thus keep her lover at a distance; but, being of marriageable age, to give some encouragement to a suitor whose intentions are honourable.

1. *Paridam.*—The parent anxious at the absence of her offspring.

2. *Vepriis.*—The old reading was *verris*, and in the line following *adventus*.—The reading given is one of Bentley's happy conjectures.

*Gartulus.*—Gartulla, a region in the interior of Libya, the haunt of the largest lions.

*Tempestiva.*—Of fruits, *seasonable, ripe*; hence of persons, *mature*.

D. SIEVERIGHT SMITH, M.A.,

*Classical Master, Galt Coll. Inst.*

**NEWSPAPERS IN SCHOOLS.**—The agitation which has long been going on in some districts of the United States for the introduction of newspapers as text books into the public schools, has at length taken practical shape in one or two places. At Dedham a Boston Journal is read in place of the readers. Regarding the innovation the Principal says:—"Some twenty copies of the journal find their way into the schools every morning, and the children read from them, culling that which relates more particularly to history. Most of the scholars have scrap-books, in which they paste such despatches as relate to the events of the day, and once a week there is a review of the current events, which consists of a comparison of what each one has selected, and, taken all in all, the scholars find themselves well posted in what is going on throughout the world. The result is gratifying in two ways—first, by the education of the scholar; and second, by a development of the mind." Of course, it must be admitted that as an exercise in classical English the average newspaper report would be found sadly inadequate, but the caring for the practical rather than the artistic or abstruse in our Public School education would certainly favour the newspaper. The reading of the "annals of the day" might be made simply another branch in education, and as such its benefits cannot be doubted. The objections to the frequently occurring details of horrible murders, suicides, seductions, etc., in the press, is not so easily over-

come. These, however, might be left unread.—*Selected.*

**A CITIZEN'S COMPLAINT.**—"Now, if the teacher would teach, what a task would be spared to at least one unfortunate father, who, every night, jaded and tired with a hard day's work, gathers his children together and patiently teaches them the interminable lessons that should have been explained at school! What a blessing it would be to many a household if this system could be only reversed, and the children could be taught at school, and there learn their lessons, and recite them at home! But not to the parent is delegated the task of instruction, while the teacher has only to bear the recitation."—*Boston Journal of Education.*

**MANY** a strong swimmer has lost his life by the undertow, and many a strong ship has escaped the rocks because her keel was caught in its strong hands and carried into deep and safe water. The icebergs sail against wind and surface currents because they reach down to the deep stream which bears them along. Deep passions setting in the wrong direction drag the drowning soul still further away from the solid land. Deep convictions setting in the right direction hold the soul steady in its course against the comparatively lighter influences and passions which fret the surface of life.—*Interior.*

UNIVERSITY WORK.

MATHEMATICS.

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

SELECTED PROBLEMS.

MATHEMATICAL TRIPOS, CAMBRIDGE,  
JUNE, 1882.

1. From  $P, Q$ , the extremities of any diameter of a circle, perpendiculars  $PL, PM, QL, QM'$ , are drawn to two chords  $AB, AC$ ; prove that  $LM, L'M'$  are at right angles.

ii. One of the angles  $B$  of a right-angled isosceles triangle  $ABC$  is trisected by lines which meet the straight line  $AMV$  drawn from  $A$  the right angle perpendicular to the base  $BC$  in  $M$  and  $N$ , and  $CN$  produced cuts  $AB$  and  $E$ . Show geometrically that  $EM$  is parallel to  $BN$ .

3.  $ABCD$  is a convex quadrilateral and circles are drawn lying outside it and touching every three successive sides, produced if necessary. Prove that their centres lie on a circle. Show also that, if  $ABCD$  can be described about one circle and inscribed in another, the radius of the inscribed circle will be a mean proportional to the radii of either pair of opposite escribed circles.

iv. Two equal ellipses, centres  $C$  and  $C'$ , touch one another in a point  $P$  on the line joining their centres and  $CD$  is the semi-diameter conjugate to  $CP$ . Show that, if the four tangents drawn from any point in the straight line  $PD$  cut  $CC'$  in  $H, K, L, M$ , then the rectangle  $HK, LM$  will be equal to the rectangle  $KL, HM$ .

5. If a tangent to a conic, whose centre is  $C$ , cut the auxiliary circle in  $V, V'$ , the diameters conjugate to  $CV, CV'$  will meet the same tangent on the directrices.

vi. Show that if  $d$  be any constant and  $x, y, z$  be determined by the equations

$$\begin{aligned} (a - \alpha)^2 x + (a - \beta)^2 y + (a - \gamma)^2 z &= (a - \delta)^2 \\ (b - \alpha)^2 x + (b - \beta)^2 y + (b - \gamma)^2 z &= (b - \delta)^2 \\ (c - \alpha)^2 x + (c - \beta)^2 y + (c - \gamma)^2 z &= (c - \delta)^2 \end{aligned}$$

then  $(d - \alpha)^2 x + (d - \beta)^2 y + (d - \gamma)^2 z$  will be independent of  $\alpha, \beta, \gamma, \delta$ .

LONDON UNIVERSITY.

MATRICULATION EXAMINATION, JULY,  
1882.

1. Add together and simplify

$$\frac{1}{17} \left\{ \frac{3}{5} + \frac{3}{4} \left( \frac{1}{3} - \frac{1}{5} \right) \right\} \text{ of a pound, and}$$

$$\frac{1}{7} \text{ of } 1\frac{1}{3} \text{ of } 14\frac{1}{7} \text{ of a penny.}$$

$$= 23\frac{4}{17}\frac{1}{8} \text{ pence.}$$

2. Express  $\sqrt{\frac{0.0864 \times 753}{0.00391}}$  correctly to the nearest integer.

$$= 128.9 + = 129 \text{ nearly.}$$

3. Express  $\frac{1.5476 \times 10.618}{2.6547}$  in its simplest form.

$$= 6.19.$$

4. A reduction of 20 per cent. in the price of apples would enable a purchaser to obtain 120 more for a sovereign. What may the price be before reduction?

240 pence at  $\frac{1}{3}$  of the first price would buy just as many as  $(\frac{1}{3} \times 240) = 300$  pence at the whole of the first price;  $\therefore$  difference between 300 pence and 240 pence will buy 120 apples;  $\therefore$  60 pence buys 120 apples =  $\frac{1}{2}d$ . each.

5. A merchant lays out £1000 in buying cloth in England at 3 shillings a yard. He takes the cloth to France at an expense of 3 pence a yard for carriage, packing, etc., and paying a duty of 42 centimes a metre. He sells half the cloth at 8 francs a metre, the rest at 6 francs a metre. What profit does he make?



[Express the result in pounds, shillings, and pence; and assume 25 francs to be equal to £1, and a metre to be 39 $\frac{3}{8}$  inches.]

Number of yards purchased = 6666 $\frac{3}{4}$ .  
 Number of metres = 12 $\frac{3}{8}$  p.m.  
 Original cost ..... = £1000 0 0  
 Carriage, packing, etc..... = 83 6 2  
 Duty = 256000 centimes.... = 102 8 0

Total cost..... = £1185 14 2  
 Sales  
 =  $\frac{128000}{21} \times \frac{8+6}{2} \times \frac{1}{25} \text{ £} = 1706 13 4$

Profit..... = £520 19 2

6. Simplify

$$\left(\frac{x}{x-1} - \frac{1}{x+1}\right) \cdot \frac{x^2-1}{x^2+1} \cdot \frac{(x-1)^2(x+1)^2+x^2}{x^2+x^2+1}$$

$$= \frac{x^2+1}{(x-1)(x+1)} \cdot \frac{(x-1)(x^2+x+1)}{(x^2+1)(x^2-x^2+1)}$$

$$\cdot \frac{x^2-x^2+1}{(x^2+x+1)(x^2-x+1)}$$

$$= \frac{1}{(x+1)(x^2-x+1)} = \frac{1}{x^2+1}$$

7. (a) Find the sum of five numbers in arithmetical progression, the second being 4 and the fifth 8 $\frac{1}{2}$ .

(b) Also find the sum of five numbers in geometrical progression, the third being 3 and the fifth 27.

(a) Let  $x$  be the common difference. The terms are  $(4-x)$ , 4,  $(4+x)$ ,  $(4+2x)$ ,  $(4+3x)$  = 8 $\frac{1}{2}$ ,  $\therefore x = 1\frac{1}{2}$ .

Sum =  $2\frac{1}{2} + 4 + 5\frac{1}{2} = 7 + 8\frac{1}{2} = 27\frac{1}{2}$ .

(b)  $3r^2 = 27$ ,  $r = 9$ ,

Sum =  $\frac{1}{3} \div 1 + 3 + 9 + 27 = 40\frac{1}{3}$ .

8. Divide £5 between a man, a woman, two boys, and a girl, so that the man has as much as the two boys and the girl together, the woman and girl together as much as the two boys together, and the man and girl together half the whole amount.

Let  $x$  = what man gets,

$\frac{1}{2} - x$  = what girl gets,

$2x - \frac{1}{2}$  = what 2 boys get,

$3x - 5$  = what woman gets.

Adding  $5x - 5 = 5$ ,  $x = \text{£}2$ .

Man gets £2; woman £1; two boys, £1 10s.; girl, 10s.

9. Find the greatest common measure of

$$x^4 + 14x^3 + 67x^2 + 126x + 72,$$

$$x^4 + 3x^3 - 31x^2 - 123x - 90,$$

$$x^4 + 13x^3 + 49x^2 + 27x - 90.$$

$$= x + 3.$$

10. A man pays £150 a year for rent, water-rate, and poor-rate, the rates being charged on the rent he actually pays. If the rent were reduced 10 per cent., the rate per £ of the poor-rate 25 per cent., and of the water-rate 5 per cent., he would pay in all £130 1s.; whereas if poor-rates were doubled and water-rate reduced 5 per cent., the rent being as at first, he would pay £169 10s. What did he pay for rent, poor-rate, and water-rate respectively?

Let  $x$  = rent he pays;  $y$  = rate in £ poor-rate;  $z$  = rate in £ water-rate.

$$x + xy + xz = 150,$$

$$1\frac{1}{2}x + \frac{1}{2}y \cdot 1\frac{1}{2}x + \frac{1}{2}z \cdot 1\frac{1}{2}x = 130\frac{1}{2},$$

$$x + 2xy + \frac{1}{2}xz = 169\frac{1}{2},$$

which give  $x = \text{£}120$ ,  $y = \text{£}\frac{1}{3} = 3s. 4d.$ ,  $z = \text{£}\frac{1}{12} = 1s. 8d.$

PROBLEMS IN ARITHMETIC,

by W. S. Ellis, B.A., Mathematical Master, Collegiate Institute, Cobourg.

I. May one concrete number be divided by another? Apply your answer to the following: How often is £7 6s. 9d. contained in £51 7s. 3d.?

II. Can this problem be solved? Why? Multiply £8 7s. 6d. by £3.

III. "The number of square feet in a floor is found by multiplying the number of feet in the length by the number of feet in the breadth?" Is this statement correct? Why?

IV. For every 4 $\frac{3}{8}$  yards in the diameter of a circle, there are 7 $\frac{1}{2}$  yards in the circumference—from this find how much it will cost, at 12 cts. per yard, to fence a circle whose circumference exceeds its diameter by 57 $\frac{1}{2}$  feet. *Ans.* \$6.28 $\frac{3}{4}$ .

V. What must be added to 98, so that if the sum be multiplied by 35 the product may be less than 17641 by 13616?

*Ans.* 17.

VI. One number is 3 times as great as another, and if half this sum be multiplied

by quarter their difference, the product will be 1024. What are the numbers?

*Ans.* 96 and 32.

VII. If a cubic foot of water contain  $10\frac{1}{2}$  gallons, what must be the capacity in gallons of a tank that will hold sufficient water to flood a rink to the depth of  $\frac{3}{4}$  of an inch, the size of the rink being 150 feet by 50 feet?

*Ans.* 4804 $\frac{1}{4}$ .

VIII. In the previous question, if water expands  $\frac{1}{10}$  of its own volume in freezing, and if the ice were  $\frac{3}{4}$  of an inch thick, what would be the number of gallons held by the tank?

*Ans.* 4367 $\frac{3}{4}$ .

IX. By what must be the G. C. M. of 18, 162 and 648 be multiplied so the product may be L. C. M. of the same numbers?

*Ans.* 36.

X. A man owns a rectangular lot 120 feet broad. What must be its depth, so that he may have  $\frac{1}{2}$  acre; and what will it cost to fence this lot at 10 cts. per yard.

*Ans.* 72 $\frac{3}{4}$  feet, and \$12.84.

XI. A florin is 2 shillings, and a sovereign \$4.85, what is the smallest sum of money in pounds that can be expressed by an integral number either as guineas, florins or dollars?

*Ans.* £420.

XII. *A*, *B*, *C* and *D* are 4 towns, the population of *A* is  $\frac{2}{3}$  that of *B*, population of *B* is  $\frac{1}{4}$  that of *C*, and the population of *D* is thrice that of *B* and *C* together. What fraction is the population of *A* of that of *D*?

*Ans.*  $\frac{2}{15}$ .

XIII. The length of a room is  $\frac{2}{3}$  of its breadth and double its height; if, at 15 cts. per square yard it costs \$7.20 to get the floor painted, what will it be worth at 10 cts. per square yard to paint the walls and ceiling?

*Ans.* \$16.

XIV. *A* can do  $\frac{1}{3}$  of a piece of work in  $2\frac{1}{2}$  days, and while *A* can do  $\frac{1}{3}$  of it *B* can do  $\frac{1}{4}$  of it, how long will it take them together to do the work?

*Ans.* 4 $\frac{1}{4}$  days.

XV. *A*, *B* and *C* can together do a job in 12 days; *A* alone could do it in 30 days, and while *A* does  $\frac{1}{2}$  of it *B* does  $\frac{1}{3}$  of it. Find what part of the work *C* can do while *A* is doing  $\frac{1}{2}$  of it.

*Ans.*  $\frac{1}{3}$ .

XVI. A man bought 3 town lots; he sold the 1st for \$225, which was a loss of  $\frac{1}{10}$  on cost; for the 2nd he paid \$200, and sold it so as to make  $\frac{3}{10}$  of cost. Now, if he paid \$150 for the 3rd, find at what percentage advance on cost he must sell it so as to gain  $\frac{1}{10}$  on his whole outlay.

*Ans.* 36 $\frac{3}{4}$  per cent.

XVII. Twenty per cent. of *A*'s money = 30 per cent. of *B*'s, and 40 per cent. of *B*'s = 50 per cent. of *C*'s. They have altogether \$1320. How much has each?

*Ans.* *A* \$600, *B* \$400, *C* \$320.

XVIII. A merchant throws 10 per cent. off his marked prices for cash, and 5 per cent. off if the account is paid within 3 months, otherwise marked prices are charged. How much must be paid on July 1st to settle the following account:—February 15th—Goods marked at \$85 were bought, and \$50 paid. March 12th—Goods marked at \$36 were bought, and \$15 paid. April 9th—Goods marked at \$54 were bought, and on July 1st goods marked at \$65.

*Ans.* \$158.57.

XIX. The rain which fell on a surface 6 inches square during a storm was collected in a vessel whose cross section was 3 inches by 4 inches, and this water when frozen formed a cake of ice in the bottom of the vessel  $\frac{3}{8}$  of an inch thick. Given that water expands 10 per cent. of its own volume in freezing, find what depth of rainfall there was on the average.

*Ans.*  $\frac{1}{4}$  inches.

XX. On January 1st, 1881, *A* gave a mortgage for \$1000, bearing interest at 7 per cent. per annum, payable in 2 years. What sum did he invest in the 5 per cent. stocks at 105, so that when he invested an equal sum at the beginning of the 2nd year, together with the 1st year's dividends, the proceeds of these stocks at the end of 1882 just paid the mortgage, stocks remaining at 105.

*Ans.* \$533.72.

XXI. What would be the answer to the previous problem if the last clause read as follows: During 2nd year stocks rose to 110?

*Ans.* \$510.52.

## CLASSICS.

G. H. ROBINSON, M.A., WHITBY, EDITOR.

## NOTES AND QUERIES.

THE seventh edition of Liddell & Scott's Greek Lexicon has passed through the press in England, and copies are daily expected in this country. By an arrangement with the syndics of the University Presses, duplicate plates are to be sent over to Harper & Bros., who will issue the work for this market. The new edition is much enlarged and improved, many of the articles having been entirely re-written. The coöperation of several American scholars (Drisler of New York, Gildersleeve of Baltimore, and Goodwin of Cambridge) has been obtained, and the volume will represent the best scholarship of the day on both sides of the water.—*The Literary World.*

Latin and Greek Epigraphy is to be dropped from Toronto University Curriculum. Apropos of the change, attention may be directed to the highly eulogistic notice of the late President, Dr. McCaul's learned labours in Epigraphy, in Smith and Cheetam's Dictionary of Christian Antiquities, Vol. I., *sub voce Inscriptions*, pp. 846, 847. The late Professor's students will not be ungrateful for the reference to the article if they have not already seen it.

## ANSWERS TO CORRESPONDENTS.

J. C.—The *var. lect. CÆSAR Bell-Gall.* for Cenimagni is *Iceni, Cagnî.*

P. R.—There are two well-known versions of Campbell's *Hohenlinden*, one by Francis Mahoney, the other by Francis Newman. They are totally unlike. Perhaps the C. E. M. may reproduce them some day.

P. B.—Write to the Registrar of Toronto University, who will send you an *Arts* Curriculum, giving full information as to the Classical Course.

F. B.—Have you seen Peile's *Primer of Philology*? It is a most useful introduction to the subject.

## PAPERS ON CÆSAR: BELLUM BRITANNICUM.

By E. L. Curry. B.A., St. John's College, Cambridge, Head Master Grimsby High School.

## 1. Translate :

Quibus rebus cognitis, principes Britannix, qui post proelium factum ad ea, quæ jusserat Cæsar, facienda convenerant, inter se colloquuti, quum equites et naves et frumentum Romanis deesse intelligerent, et paucitatem militum ex castrorum exiguitate cognoscerent, quæ hoc erant etiam angustiora, quod sine impedimentis Cæsar legiones transportaverat, optimum factu esse duxerunt, rebellione facta, frumento commeatuque nostros prohibere, et rem in hiemem producere, quod iis superatis aut reditu interclusis neminem postea belli inferendi causa in Britanniam transiturum confidebant. Itaque, rursus conjuratione facta, paulatim ex castris discedere, ac suos clam ex agris deducere cœperunt.

2. What is the difference in the construction of *jubeo* and other verbs of commanding?

3. Define a supine. For what combination do Latin writers make use of the supine in "u"? By what other construction or constructions may the same meaning be expressed?

4. Give two meanings of *quum* with the present subjunctive. With what tenses does *quum* (when) take the subjunctive mood?

5. Distinguish between a gerund and a gerundive, and render into Latin. (a) You must be obeyed. (b) I must use my sword. (c) Virtue should be followed.

## 6. Translate :

His rebus cognitis, Cæsar legiones equitumque revocari atque itinere desistere jubet; ipse ad naves revertitur; eadem fere, quæ ex nuntiis literisque cognoverat, coram perspicit, sic ut, amissis circiter quadraginta navibus, reliquæ tamen refici posse magno negotio viderentur. Itaque ex legionibus fabros delegit, et ex continenti alios arcesisiri jubet; Labieno scribit, ut quam plurimas posset iis legionibus quæ sunt apud eum, naves instituat. Ipse, etsi res erat multæ

operæ ac laboris, tamen commodissimum esse statuit, omnes naves subduci et cum castris una munitione congiungi.

7. What is the peculiarity of the Ablative Absolute? Is there any similar construction in English? Illustrate your remarks by examples from both languages.

8. Give the principal parts of *arcessiri*, and mention similar verbs.

9. Is the law that Primary Tenses are followed by Primary, Historic by Historic, violated by *posset*? Give your reasons.

10. Translate: (a) Apud Marcum Læcam. (b) Apud populum orationem habuit.

11. Distinguish *contingo*, *accido*; *pollicor*, *promitto*; *mando*, *impero*, *jubeo*; *hostis*, *inimicus*; *invenio*, *reperio*; *suadeo*, *persuadeo*; *quamvis*, *quamquam*; *et*, *que*; *aut*, *sive*.

12. The Latins had no participle from *esse* in current use. Mention from Cæsar one or two expressions in which such a participle is understood.

13. Explain the contracted forms: (a) *bruma*; (b) *facultas*; (c) *prudencia*; (d) *velum*, (*Virg.*); (e) *nobilis*; (f) *summus*.

14. Derive: (a) *provincia*; (b) *exercitus*; (c) *ultra*; (d) *imperator*; (e) *navigatio*; (f) *agmen*; (g) *periculum*, (h) *auxilium*; (i) *reditus*; (j) *tormentum*; (k) *aut*; (l) *ita*; (m) *que*; (n) *ut*; (o) *nihil*.

15. Chap. xxix., B., IV.: "Quod omnibus constabat hiemari." Translate: (a) *constare sibi*; (b) *constare parvo*; (c) *constat omnibus*.

16. Chap. xxxiii., Bk. IV.: "In stationem succedere." What is the English of this? What would it be if "*in*" were omitted?

17. How is *towards* a place expressed after a verb of motion? What expression is used after such verbs to express a *purpose*? Give examples from prescribed Cæsar.

18. State, with examples from Cæsar, the leading rules which determine the moods used in the Latin Oratio Obliqua.

19. Put into the O. O.: "Desillite, commilitones, nisi vultis quidem aquilam hostibus prodere; ego certe meum republicæ

atque imperatori officium præstitero." Also: "cui servio," whom do I serve?

20. Put into O. R.: "Cæsari renunciârunt, pulverem majorem quam consuetudo ferret, in eâ parte videri, quam in partem legio iter fecisset."

21. Explain the terms *subjective* and *objective* genitive and give examples.

22. On what principle is the tense of the subjunctive regulated after casual particles? Give examples from Cæsar.

23. What is the construction of the *instrument* and *agent* after a passive verb? Give examples.

24. What is the root of the verb *sum*? Account for the forms *eram*, *ero*, *sim*.

25. *Rari se ostendere coeperunt*. Explain this.

26. Distinguish (a) *reficio*, *deficio*, *pro-ficio*, *perficio*, *præficio*; (b) *oppugnare*, *expugnare*.

27. State generally the difference between *ne* and *non*. What is the difference between *effugiet ut non puniatur* and *effugiet ne puniatur*?

28. *Interdicit atque imperat Cassivelauno, ne Mandubratio nea Trinobantibus bellum faciat*. What kind of a command is this?

29. *Trinobantes*—Give name of ancient capital; also modern name of country and capital.

30. *Summis copiis*.—To what is *summis* equivalent here?

31. Why is a word like "*bigamy*" called Hybrid?

32. What are the chief points in which the Latin tense system is deficient?

33. Derive *quin*, and give the rules for its use. What is the difference between *vereor ut* and *vereor ne*? What is the precise meaning of *ut* in the expression *vereor ut convalescas*?

34. Decline (in combination) throughout (a) *eadem facies*, (b) *audax facinus*, (c) *piger bos*, (d) *mos vetus*, (e) *miles superstes*, (f) *juvenis iners*.

35. Compare (a) *pulcher*, (b) *egenus*, (c) *frugi*, (d) *dubius*, (e) *providus*, (f) *ultra*, (g) *nequam*, (h) *dives*.

36. Give the leading parts of the verbs (a)

vincere, (b) vincere, (c) vivere, (d) velle, (e) volare, (f) parare, (g) parère, (h) parère, (i) coalescere, (j) parcere, (k) gaudere, (l) sternere, (m) surgere, (n) tundere, (o) figere, (p) fingere.

37. Describe the plan of a Roman camp.

## MODERN LANGUAGES.

JOHN SEATH, B.A., ST. CATHARINES, EDITOR.

NOTE.—The Editor of this Department will feel obliged if teachers and others send him a statement of such difficulties in English, History, or Moderns, as they may wish to see discussed. He will also be glad to receive Examination Papers in the work of the current year.

## ENGLISH.

### ANSWERS TO J. H. T., MONKTON.

"1. I have no reason to think other than well of you, nor do I think other, believe me."

"Other" is an adjective, not an adverb. "Otherwise" is the word to use.

"2. In this poem is a very confident and discriminating character of Spenser, whose work he had then never read."

"Character" should be "characterization;" but "character" is sometimes used in this sense. "Confident" and "discriminating" are not the proper terms to use. Read, "In this poem is a discriminative and very confidently expressed characterization of Spenser, whose work he had not then read;" or, "whose work he had never read."

"3. Let us have Dr. Lingard, to prevent his society from presenting whose work to me the sincere and pious Samuel Butler was ready to go upon his knees."

Read: "Let us have Dr. Lingard, the presentation of whose work to me the sincere and pious Samuel Butler was ready to go upon his knees to prevent." But the sentence will read more smoothly if broken up into two separate statements.

The answer to the question on Shakespeare would take up too much space. It is discussed in nearly every work on his plays.

Get a copy of Hudson's "Life, Art, and Character of Shakespeare." Every candidate for 1st A should possess this work, or Dowden's or Gervinus's.

## GERMAN.

### EDUCATION DEPARTMENT, ONTARIO.

JULY EXAMINATIONS, 1882.

"INTERMEDIATE" GERMAN,

Answered by T. H. Redditt, B.A.

(1) "Well for him, who free from guilt and error, preserves his soul childlike pure! Him we dare not approach (with) vengeful (mien), he walketh free on life's course. Yet woe, woe to him who doth by stealth the heavy deed of murder! We, the dread race of night, follow closely his footsteps.

"And if he thinks to escape by fleeing, winged are we then, casting our gins about his flying feet, that he must fall to earth. Unwearied thus, we hunt him; no penitence can reconcile us, on and on to the shades we (chase) him, and even there leave him not free."

Thus singing, they dance in circle, and stillness, as the silence of death, lies heavy o'er the whole house, as if the gods themselves (Gottheit) were near. And solemnly, according to custom old, making the theatre's round, with measured steps and slow, they disappear into the background.

(i.) "(Es ist) wohl dem"—principal proposition.

"Der . . . seele"—subordinate proposition, adjectival clause, qualifying "dem."

(ii.) Line 1, frei adjective qualifying "der."

Line 4, frei adjective, qualifying "er," or adverb modifying "wandelt."

### Singular.

(iii.) Die	kindlich	(e)	reine-e	seele.
Der	"	(en)	"	-en "
Der	"	(en)	"	-en "
Die	"	(e)	"	-e "

Kindlich to be inflected if regarded as an adjective; not so if considered as an adverb modifying reine.

## Plural.

Die	kindlich (en)	reine-en	reine-n	
Der	"	(en) "	-en "	-n
Den	"	(en) "	-en "	-n
Die	"	(en) "	-en "	-n

## Singular.

Das	furchtbare	Geschlecht.	
Des	"	-en "	-es
Dem	"	-en "	-e
Das	"	-e "	

## Plural.

Die	furchtbar-en	Geschlecht-er	
Der	"	-en "	-er
Den	"	-en "	-ern
Die	"	-en "	-er

## (iv.)

Dünfen,	durfte,	gedurft.
Vollbringen,	vollbrachte,	vollbracht.
Fliehen	floh	geflohen.
Entspringen,	entsprang,	entsprungen.
Werfen,	warf,	geworfen.
Fallen,	fiel,	gefallen.
Liegen,	lag,	gelegen.
Verschwanden,	verschwand,	verschwunden.

(v.) It may be said that *da*=there, *dort*=yonder. *Da*, moreover, is frequently used as a conjunction of time and of cause.

*Dasz*, is that (conjunction), *das* is neuter of def. article, rel. pron., or demons. pron.

## vi.) Überm=über dem.

Und jede Brust schwebet und bebet zweifelnd zwischen Trug und Wahrheit, und huldigt der furchtbarn macht die richtend im Verborgnen wacht, und unerforschlich, unergründet, des Schicksals dunkeln Knäuel flicht, sich dem tiefen Herzen verkundet, doch vor dem Sonnenlicht fliehet.

Da hört man auf einmal auf den höchsten Stufen eine Stimme rufen: "Sieh da, sieh da, Timotheus, die Kranche des Ibykus?" Und der Himmel wird plötzlich finster über dem Theater hin sieht man ein Kranichhee in schwärzlichtem Gewimmel vorüberziehen.

Then indeed I felt as if I had been carried back into the time when the heads of families sat by the road, and if a pilgrim passed by, often vying (in their kindness) with each other, they invited him beneath their roof, and entertained him by their hearth, without even asking whence he came, what was his business, and how long he purposed to tarry.

- (i.) { *Zu weilen*=supine of *weilen*, the verb to tarry, etc.  
 { *Zuweilen*=adv., sometimes.  
 { *Herd*, m (-es; -e)=hearth.  
 { *Heerde*, f=herd.  
 { *Denken*=to think.  
 { *Gedenken*=to think of, to remember, etc.

(ii.) (a) I am sitting on the street.

(b) I would like to sit by (near) the street.

(iii.) *Vorüberzog*=vor—über—ziehen.

*Einladen*=ein (in)—laden.

*Vorüberziehen*, *vorüberzog*, *vorübergezogen*.

*Einladen*, *einlud*, *einladen*.

(iii.) *Entrückt*, *vorüberzog*, *wetterfernd*, *einluden*, *bewirtheten*.

"Ah, I could have been happy, ye dear parents, had I fulfilled your new year's wishes and teachings." In the feverish recollection of the days of his youth, it seemed to him as if the mask with his features stood up in the charnel house, at last became, through the superstition which on new year's eve sees ghosts and the future, a living youth.

(i.) (a) *Neujahr*. Rule—When the first compound is an adjective, it is joined to the noun without any connecting link.

*Neujahrswünche*, *Jünglingszeit*, *Todtenhaus*. Rule—The first component, when both are nouns, takes a termination, *s*, *es*, or *n*, *en*, *ens*, according as it belongs to the strong or weak declension.

*Aberglauben*, *aber*, means originally, "again," thence, false. Hence *Aberglaube*, superstition, *Aberwitz*, false wit, craziness. (See Aue. p. 235.)

(b) Gender of last component determines gender of compound, except a few words compounded with *muth*.

1. Könnte sein; } Condi. { 1. Pres.  
 2. Erfüllt hätte, } tional. { 2. Perfect.

(iii.) Subordinate sentence connected by *als* with principal, and consists of two parts—  
 "wurde sie endlich durch den Aberglauben zu einem lebendigen güngling," and "der in der Neujahr-nacht Geister und Zukunft erblickt," the latter being adjectival phrase complement to *Aberglauben*.

(iv.) *Erinnern* describes the "faculty active or working." *Erinnerung* describes the outcome of the faculty active or working. The difference may be seen in the following: For recollecting the event, etc., and, For the recollection of the event.

*Erinnerung* could not well be substituted, because the action is represented as going on.

(v.) *Es kommt mir vor als richte sich er auf.*

(vi.) *Lebend* means possessing life.

*Lebendig* " active.

The author did not mean that the mask actually was endowed with life, but that it moved and acted as if it were alive (*lebend*).

(vii.) *Larve*, plural *Larven*.  
*Todtenhaus*, plural *Todtenhäuser*.  
*Jünglingszeit*, " *Jünglingszeiten*.  
*Geister*, singular *Geist*.

Translate into German: Three old men, etc. See Adler's German Reader, p. 57. No. 23.

(1) *Ich würde hier gewesen sein.*

(2) *Ich habe diesen Winter meiner Studien genossen.*

(3) *Um wie viel Uhr werde ich zu Ihnen kommen.*

(4) *Wie lang bleiben sie?*

(5) *Wie befinden sie sich diesen Morgen?*

(6) *Ich befinde mich sehr wohl, viel Dank.*

(7) *Ich bitte Sie mir das Buch zugeben.*

## SCHOOL WORK.

DAVID BOYLE, TORONTO, EDITOR.

### COUNTY OF WELLINGTON.

MODEL SCHOOL EXAMINATION, DEC. 1882.

#### MENTAL ARITHMETIC.

- Cost of 612 articles at  $93\frac{3}{4}$  cents each.
- L. C. M. of 600, 720, 840.
- G. C. M. of 400, 600, 960.
- $888 \times 62\frac{5}{8}$ .
- By selling a horse for \$60, I lose  $\frac{1}{3}$  of the cost; the price at which the horse must be sold to gain \$20.
- A's*, *B's*, *C's* shares are as 11; 17; 29. *A's* share of \$1140.
- I gave away  $\$38\frac{1}{2}$ , and then had \$25.50 more than I gave away; at first I had.
- Divide \$5000 between *A* and *B*, giving *B* \$1200 more than 3 times the amount *A* receives. The shares of *A* and *B*.
- If \$200 is 4 dollars more than  $\frac{1}{5}$  of 4 times my money, I own.
- A train running at the rate of 40 miles an hour, takes 45 seconds to cross a bridge  $\frac{1}{4}$  mile long; the length of train.
- The distance a man may go by train at 20 miles an hour, so that he may be gone

6 hours, if he come back by stage at 10 miles an hour.

12. The number to be subtracted from 77 to make it exactly divisible by 53.

#### SCHOOL LAW.

1. Describe the duties of the School Teacher in regard,—

(a) To the subjects presented to be taught in school.

(b) To the Text Books.

(c) To the School Examination.

(d) To the maintenance of discipline in school.

(2) What is the law relating to.

(a) Compulsory attendance at school?

(b) Attendance of non-resident children?

(c) Payment of teachers' salaries?

(d) The Holidays?

(e) Expulsion of a child from school?

(f) Suspension of pupils?

3. What points are essential to the validity of an agreement between teacher and trustees?

4. Describe the General Register and give method of keeping it.

5. What should the half-yearly return and the annual report contain?

6. Name the duties of the pupils.

7. What are the regulations respecting (a) attendance at Teachers' Associations, (b) presents, (c) absence from school, (d) time table, (e) visitors' book, (f) visitors?

ENGLISH GRAMMAR AND COMPOSITION.

1. Select one of the following subjects for a Composition of not less than forty lines in length:

(a) The Benefits of Travelling.

(b) The Force of Habits.

(c) Model School Training.

(d) Education.

2. Correct or justify the following modes of expression:—

(a) For Socrates his sake.—*Addison*.

(b) The foreign policy of France was used for a prop to prop the throne which Morny and his friends had built up.—*Kingslake*.

(c) Whose own example strengthens all his laws.

And is himself the great sublime he draws.

(d) Every one was dressed alike.—*Swift*.

5. And thus the son the fervent sire addressed.—*Pope*.

6. I intended to have insisted on this sympathy at greater length.—*John Ruskin*.

7. If I were old enough to be married, I am old enough to manage my husband's house.—*Too Much Alone*.

8. It would doubtless have exhibited itself quietly enough if it were absolutely undiluted.—*Justin M'Carthy*.

9. Were he still disposed to go there my purse shall be open to him.—*Galt*.

10. He always read Lord Byron's writings as soon as they were published, with great avidity.—*Knwoles*.

11. I scarcely ever remember to have had a more laborious or rougher walk.—*Prof. Forbes*.

3. Give rules for the proper use of *shall* and *will*.

HYGIENE.

1. Describe the changes which food undergoes in its transformation into blood.

2. Explain the structure, and state in detail the uses of the skin.

3. State the effects of pure air, sunshine and exercise upon the health of the individual.

4. Describe fully the circulation of the blood.

5. Show the necessity of proper light and ventilation, and state the means you would take to secure them in your school.

6. Describe the structure of the lungs.

7. What effect is produced on the human body by food containing large quantities of the following substances respectfully—(a) sugar, (b) lime, (c) salt, (d) animal oils?

8. State fully what are the objections to a diet either exclusively vegetable or exclusively animal.

9. Give plain rules for the preservation of health for a teacher (a) who lives in the country a mile from her school, and (b) for a teacher in Mount Forest living a few doors from her school.

10. What would you do before the doctor came if a child in your school (a) was badly scalded, (b) had fainted, (c) had cut his arm above the elbow?

EDUCATION.

1. Discuss the use which should be made of home lessons. Give your reasons for preferring that they should be either (a) supplementary to the class teaching of the previous day, or (b) preparatory to that of the following day.

2. In what classes should the following subjects be taught—(a) Drawing, (b) Object Lessons, (c) Grammar, (d) Geography, (e) Canadian History?

3. How would you begin to teach (a) Composition, (b) History?

4. How would you deal with bad English in the conversation of pupils?

5. Explain clearly what you mean by (a) instruction, (b) education, (c) discipline, (d) order, (e) management?

6. (a) Why is it desirable to have a time table? (b) State the principles which should govern the proportion of a time table.

7. Name and describe fully the different kinds of education.



8. Describe fully your method of calling up and dismissing a class (a) in Reading, (b) in Arithmetic.

9. How would you deal with each of the following cases :—

(a) Many pupils come to school with lessons unprepared.

(b) Many speak and read indistinctly.

(c) Some of your pupils pay no attention to cleanliness or neatness.

(d) Many habitually copy.

(e) Some of your pupils are addicted to truancy.

#### ELOCUTION.

1. What is inflection? How does the voice slide in the rising inflection and how in the falling inflection? Give examples.

2. When is a syllable said to be accented? How is the accent, when marked, denoted? By what authority is the accent determined?

3. What is emphasis and what is its object? Distinguish between absolute and relative emphasis. Give examples.

4. What is the principal difficulty in reading poetry correctly? How may this be overcome? What caution should be observed with regard to the cesura? How should a simile be read in poetry?

5. "And had he not high honor?—

The hill-side for a pall;  
To lie in state while angels wait,  
With stars for tapers tall;  
And the dark rock pines, like tossing plumes,  
Over his bier to wave;  
And God's own hand, in that lonely land,  
To lay him in the grave."

(a) Mark the emphatic words in the above extract.

(b) Give a full rhetorical analysis of this stanza.

(c) What are the chief characteristics in its vocal expression?

(d) Define quality and volume as applied to Elocution with examples from this stanza.

6. Name the different kinds of gesture and give rules for their use.

7. Accentuate and mark all the rhetorical pauses in the following extracts. Place a key of the marks used at the head of the answers to this question.

(a) "The combat deepens. On ye brave,  
Who rush to glory or the grave!  
Wave, Munich, all thy banners wave,  
And charge with all thy chivalry!

"Few, few shall part, where many meet!  
The snow shall be their winding-sheet,  
And every turf beneath their feet  
Shall be a soldier's sepulchre!"

(b) "Thou glorious mirror, where the Al-  
mighty's form  
Glasses itself in tempests; in all time,  
Calm or convulsed"—

(c) "But where is the iron-bound prison-  
er? Where?  
For the red eye of battle is shut with  
despair.  
Say, mounts be the ocean-wave, ban-  
ish'd, forlorn,  
Like a limb from his country cast  
bleeding and torn?"

(d) "Do you ride to town to-day? Show  
that as the emphasis varies these six words  
may be made to express seven distinct mean-  
ings.

(e) "Not a drum was heard, not a funeral  
note  
As his corpse to the rampart we hur-  
ried."

(f) "We praise thee, O God; we acknowl-  
edge thee to be the Lord."

(g) "But if a man were present now at the  
field of slaughter, and were to inquire for  
what were they fighting,—"Fighting!" would  
be the answer; "they are not fighting; they  
are pausing," "Why is that man expiring?  
Why is that other writhing with agony? What  
means this implacable fury? The answer  
must be, "you are quite wrong, sir, you de-  
ceive yourself,—they are not fighting,—do  
not disturb them,—they are merely paus-  
ing!"

COLOUR OF WRITING PAPER.—The ques-  
tion of the colour of writing paper to be used  
in schools in France has been discussed.  
Some time ago whitey-brown paper was  
ordered, as being far less injurious to the  
eyes than ordinary white paper. It has  
lately been recommended that all school  
paper should have a yellowish tint, but white  
paper is not absolutely proscribed.

EDUCATION DEPARTMENT,  
ONTARIO.

DECEMBER EXAMINATION, 1882.

*Admission to High Schools.*

FOURTH BOOK AND SPELLING.

1. (a) Give an epitome of the lesson entitled "The Death of Montcalm."

(b) Who were Montcalm and Wolfe, and how came they to be engaged in hostilities against each other?

2. Describe in your own words the battle of "Thermopylæ," giving the date and location of the event.

3. "Then followed nearly half a century in which France manifested little interest in these transatlantic possessions,—being too much occupied with civil dissensions within her own borders. This internal discord being brought to an end by the elevation of Henry IV. to the throne, attention was again turned to the regions of the west. In the year 1603, Champlain sailed for Canada, thus beginning a course of labors of the deepest interest to the rising colony. He organized a system of trade with the Indians; he formed amicable confederacies with them, or humbled them in war by the superior science of European civilization. He fostered settlements of his countrymen, and laid the foundation of Quebec, in which city he was buried, in the year 1635. In the meantime, while France was consolidating her supremacy over the region traversed by the St. Lawrence, she had also gained an established footing in the territory bordering on the ocean—the present Nova Scotia, to which she gave the name of Acadia. In that country, as well as in Cape Breton, little French communities were being formed, and forts erected for the purpose of protection and defence."

Explain the following words and phrases in the above extract:—half a century, manifested, transatlantic, dissensions, borders, internal, regions of the west, colony, organized, Indians, confederacies, fostered, in the meantime, consolidating, supremacy, traversed, footing, Nova Scotia, communities, erected.

4. "Some words, similarly spelled, are

distinguished by accent; others, similarly pronounced, are distinguished by spelling."

Apply this rule to the following:—adds, adze; air, c'er; council, counsel; courtesy; essay; digest; gallantry; present; ant, aunt; not, knot; dun, done; halve, have.

ENGLISH GRAMMAR.

1. What is meant by the term "alphabet?" "The consonants may be arranged under the heads—Labials, Dentals or Palatals, and Gutturals." Enumerate the consonants belonging to each of these classes, and account for the names, "Labials," "Dentals," etc.

2. Enumerate the inflected Parts of Speech, and give the inflections of each with examples.

3. "Number is a variation in the form of Nouns and Pronouns, by which we show whether we are speaking of one thing or more than one." Give examples, showing that this definition is inaccurate.

4. "Some English nouns are used in the Singular only; others, in the Plural only; others have one meaning in the Singular and one in the Plural."

Give two examples of each class.

5. (a) Pluralize—beau, genius, chimney, lady, hoof, wharf, memorandum, cherub. (b) Give the feminine of—abbot, songster, beau, czar, executor, drake. (c) Compare—beautiful, happy, bad, ill.

6. "The *English-speaking* people of *England* were conquered in the eleventh century by the *Normans*, a *French-speaking* people; and by the mixture of the *two* their speech also came to be somewhat mixed, so that a part of our *English* comes from Germany and another part from France, to say nothing of the words we have gathered from other sources."

6. (a) Analyze from "The English-speaking" to "mixed." (b) Parse the words in italics.

7. Make the necessary corrections in the following sentences, and give a reason for each change:—

(a) More than one emperor has prided himself on his skill as a swordsmen.

(b) He was a child of six years old when he seen the comet.

(c) I feel coldly this morning.

(d) Can you see a red and white flag? I can see neither.

(e) Whom do you think called on me yesterday?

(f) Shakespeare is greater than any dramatist.

(g) He is not one of those that interferes in matters that do not concern him.

#### COMPOSITION.

1. Write a short letter to a gentleman in Toronto, describing the locality in which you live.

2. Paraphrase the following stanza, *i.e.*, give its meaning in other words:—

"Few, few shall part where many meet;  
The snow shall be their winding sheet;  
And every turf beneath their feet  
Shall be a soldier's sepulchre."

3. Express in another form—"I wish," said my Uncle Toby, with a deep sigh, "that I was asleep." "Your honour," replied the corporal, "is too much concerned."

4. Distinguish the meaning of the following:—

(a) { He had a taste of tobacco.  
He had a taste for tobacco.

(b) { Few men have been more unhappy.  
A few men have been more unhappy.

(c) { The Secretary and the Treasurer  
will be appointed.  
The Secretary and Treasurer will be  
appointed.

(d) { He was happier than any poet.  
He was happier than any other poet.

(e) { Fetch me the book.  
Bring me the book.

(f) { I will go.  
I shall go.

5. "Every one," said the teacher, "was cross." Punctuate the foregoing so as to convey a different meaning, and explain the sense according to punctuation.

6. Embody the following statements in a simple sentence:—

Martin Luther was at first destined for the legal profession.

Martin Luther was born at Erfurt, in Saxony.

Martin Luther was born in the year 1484.

Martin Luther was the son of a miner.

7. Express, by using passive forms of the verbs—"Cæsar, having conquered the Gauls, led the forces to Rome."

#### ENGLISH HISTORY.

1. Tell what you know about the coming of the Danes into England.

2. When did Henry II. become King of England? What did he do to make the Government better and stronger? Tell what you remember about Thomas Becket.

3. Give an account of the Great Charter, and the struggle by which it was secured.

4. Tell what you know about the wars with France in the reign of Edward III.

5. When did Henry VII. begin to reign? Tell of his troubles with pretenders. What was his policy towards the nobles? His foreign policy?

6. Tell what you know about the following persons:—Lord Darnley; Villiers, Duke of Buckingham; Lord Stafford.

7. We are told that "The Reform Bill marked a great advance in the English Constitution." Put down what you can in explanation of this statement.

#### GEOGRAPHY.

1. Tell what you know about the earth's shape, size, motions, and distance from the sun.

2. What place has latitude 0° and longitude 0°? In about what latitude do we live? Where do all meridians meet? Where is a degree of latitude longest? What zone is Ontario in? How many degrees broad is the torrid zone?

3. Bound the Dominion along the south from ocean to ocean. Give the Provinces of the Dominion, their capitals, and positions. Put down in order the names of the rivers, lakes, canals or rapids through which a vessel passes in a voyage from Duluth to Quebec.

4. Tell what you know about the chief seaports of the Dominion.

5. The Province of Ontario is partly bounded by Lake Ontario. Draw a line indicating the course of this boundary, and

mark the position of the principal towns and cities.

6. Define — Delta, Oasis, Longitude, Zenith, Horizon, Zone, Watershed.

7. Where and what are the following:— Alexandria, Blanc, Capricorn, Euphrates, Iowa, Jersey, Kars, Land's End, Potosi, Queenston, Riga, Madeira, Congo, Vienna, Tel-el-Kebir, Hobart Town, Funen, Helligoland, Arran?

8. State the population of the Dominion, and mention the chief exports of each Province.

ARITHMETIC.

1. From 935 take 846, explaining clearly the reason for each step.

The difference between 82610 and the product of two numbers is seventy million three hundred thousand. One of the numbers is 9402; find the other.

2. Find the amount of the following bill: 36 lbs, 8 oz. beef at 16c.; 16 lbs. 10 oz. mutton at 14c.; 7 lbs. 12 oz. pork chops at 12c.; 15 lbs. 6 oz. turkey at 18c.; 4 lbs. 10 oz. suet at 16c.

3. Find the L.C.M. of 11, 14, 28, 22, 7, 56, 42, 81; and the G.C.M. of 40545, 124083.

4. Prove that  $\frac{2}{3}$  of 1 =  $\frac{1}{2}$  of 3.

Simplify

$$\frac{\frac{1}{2} - \frac{1}{3} \text{ of } \frac{1}{4}}{\frac{1}{8} + \frac{1}{7} \text{ of } 3\frac{1}{2} - (\frac{1}{2} \text{ of } \frac{1}{3} - \frac{1}{4})} \div \frac{\frac{1}{2} \text{ of } \frac{1}{2} + \frac{1}{2} \text{ of } 5}{9\frac{1}{2} + 1\frac{1}{2}}$$

5. Prove that  $1.025 \div .05 = 20.5$ .

Find the cost of .0625 of 112 lbs. sugar, when 1 lb. costs .0703125 of 16c.

6. Reduce 45740108 square inches to acres.

7. The bottom of a cistern is 7 ft. 6 in. by 3 ft. 2 in. How deep must it be to contain 3750 lbs. of water, a cubic foot of water weighing 1000 ounces?

8. A runs a mile race with B and loses; had his speed been a third greater he would have won by 22 yards. Find the ratio of A's speed to B's.

9. A does  $\frac{3}{8}$  of a piece of work in 6 hours; B does  $\frac{2}{3}$  of what remains in 2 hours; and C finishes the remainder of the work in 30 minutes. In what time would all working together do the work?

10. By selling tea at 60c. per pound a grocer loses 20 per cent.; what should he sell it at to gain 20 per cent.?

THE following is taken from "Twelve Years' Queen's Scholarship Questions, 1870-1880." London: Mollatt & Paige.

An engine can pump out 1,600 gallons per hour; after working for 19 hours it has pumped out  $\frac{3}{5}$  of the contents of a reservoir; in what time will it pump out the remainder with the help of another engine, whose power is  $\frac{1}{3}$  of its own? and how many gallons will each have pumped out?

Ans. 25 hours. 70,400 gals.

In a school which has on its books 250 children uniformly, 18 per cent. are absent during the former half of the year, 12½ per cent. during the latter half; in the former there are three weeks of holidays, in the latter five; reckoning the full weekly attendances of a child at 10, find the average attendance for the year, and the average number of attendances made by each child, reckoning 52 weeks to the year.

Ans. 211½ and 372¾.

A woman bought sugar, tea and coffee. She paid 2s. for the sugar and tea together; 1s. 9d. for the sugar and coffee together; and 2s. 3d. for the tea and coffee together. What was the cost of each?

Ans. Tea costs 1s. 3d., coffee 1s., and sugar 9d.

How many bricks, whose length, breadth, and depth are 8½, 4½, 2½ inches respectively, can be stored in a space 17½ yards long, 10 yards broad, 8½ feet high? Ans. 248,832.

How many feet of boarding will be required for a roof 72 feet long and 19½ feet deep, the boards being 9 feet long and 5½ inches deep, if the longer edge of each is laid horizontally and overlaps the lower board by three quarters of an inch?

Ans. 3467½ ft. of boarding, or 385½ pieces 9 ft. long.

If £1,250,000 is raised by a tax of 10d. per lb. on tobacco, find the diminution in the consumption when the tax is raised to

1s. 1d. per lb., but brings in only £1,619, 583 6s. 8d.

Ans. 100,000 lbs.

The top of a building, 236 feet high, is reached by a flight of steps each 12 centimetres high; find the number of steps, a metre being taken as equal to 3 feet  $3\frac{1}{2}$  inches.

Ans. 600.

#### GEOGRAPHY.

Candidates are not permitted to answer more than one question in each section.

One full map only is to be drawn.

SECTION I.—Draw a full map—

(a) Of the west coast of Great Britain from Land's End to Great Orme's Head.

Or (b) of Ireland.

Or (c) of South America.

SECTION II.—Define the terms "estuary," "strait," "archipelago," "valley." Illustrate your definition of the first from America, of the second from Asia, of the third from Europe, of the fourth from Great Britain.

2. Give accurately the shape of the earth, its equatorial and polar diameters, the proportion of land and water on its surface, the positions of the polar and tropical circles, the latitudes of London and Edinburgh.

3. State clearly how deltas and glaciers are formed. Draw your illustrations from the continents of Europe and Africa.

SECTION III.—Name the chief rivers which drain the eastern slope of Great Britain, and the heights in which they rise; distinguish also those that are navigable for some considerable distance above their mouths, and explain why the other rivers are not equally navigable.

2. Give the position of, and some of the historical associations connected with, the following towns:—Winchester, Peterborough, Shrewsbury, Boston, Scarborough, Cardiff, Stirling, Aberdeen, Cork, and Drogheda. Point out in each case the natural advantages of situation which suggested their first establishment.

3. Select one of these counties—Hampshire, Staffordshire, Durham; and one of these—Perth, Lanark, Argyll; give an account of the industrial occupations, the chief towns, and the rivers of the two

selected. Explain the terms county and shire.

SECTION IV.—Select one out of each of the following groups:—

(a) Switzerland, Sweden, Austria.

(b) Arabia, Siberia, Japan.

(c) Mexico, United States, Cuba.

Give an account of the manufactures of the first, of the mineral and vegetable productions of the second, of the races or nations who inhabit the third.

SECTION V.—Supply the blanks in one of the following passages:—

(a) The——of Canada now includes the various provinces known as——, etc., in fact the whole of——North America, except——. The territory stretches from the——to the——ocean, and contains an area of 3,580,310——. The capital of the——is——in the province of——. Canada proper contains the two provinces of——and——, comprising also the basin of the——on the north side of that river, and of the——°——and on the south side north of the parallel of——° and extends from 42° to 53°——lat. and 60° to 90°——long.

(b) Australia is a term equivalent to——; it is a large and most important——, chiefly in the southern——, between the——and——oceans. Australia, the largest——in the world, is sometimes called the sixth——; it is included between 11° and 39°——lat. and 113° 154°——long. This island includes——separate colonies, viz.,——, etc. The chief towns of these colonies are——, etc.

#### BISHOP CLARKE ON INCORRECT ENGLISH.

Though the schoolmaster holds his receptions in almost every nook and corner of the land, there is a great deal of incorrect talking even among educated people. Bishop Clarke gives a few specimens of these popular errors of speech in the form of a dialogue between a careless speaker and his critical friend:—

"Good afternoon John, how long have you been 'setting' here?"

"I have been 'sitting' here for about an hour watching these men 'set' the stones in my wall."

"I: 'kind of' seems to me that the work is done rather 'illy.'"

"Perhaps it is not done quite as 'welly' as it might be."

"I 'kind of' think that word 'welly' sounds odd."

"It is as good as 'illy.' But why do you say, 'It kind of seems,' and 'I kind of think,' when you might just as well say, 'It seems,' and 'I think?'"

"I've got 'sort of' used to talking in that way."

"It is a very poor sort of way."

"I never had anybody to 'learn' me any better."

"You mean that you have had nobody to teach you."

"I am getting tired, and think I will 'lay' down on the grass for a 'spell.'"

"You can lie down, but it would be well for you to lay your cloak on the ground for you to lie on."

"'Be' you going to 'stop' here for long?"

"I stopped here when I arrived, but shall not 'stay' long. Are you going home soon?"

"I be."

"Why not say 'I am?' 'Be you,' and 'I be,' are very raw and disagreeable phrases."

"All right; O K; but the master always says to the scholars, 'Be you ready to write?' 'Him' and 'me' met at the deacon's last night."

"What did 'him' and 'you' do after you got there?"

"We looked at 'them' things he has just b ought from New York."

"Were 'them' things worth looking at?"

"'Tolerable.' By the way, the deacon must have 'quite a fortune.'"

"What sort of a fortune? Quite large, or quite small?"

"Quite large of course."

"Why did you not say so?"

"My next neighbour has just put up a fence on either side of his front yard."

"I suppose you wish to say that he has put up a fence on both sides."

"Between you and I"——

"Please change that to 'Between you and me.' You would not say 'There is no great difference of opinion between you and he.'"

"I usually say: 'Him and me agree pretty well.'"

"Then you speak very bad English, and you probably say, 'It is me,' instead of 'It is I.'"

"Of course I do, and so does 'most' of the people I know. My boy is just going to school, and as he is a 'new' beginner I suppose he will appear to be rather green."

"Did you ever hear of any beginner who was not new?"

"I wish to simply state——"

"That is you wish to state——"

"That our 'mutual' friend——"

"Please say our common friend. You would not call him a 'reciprocal' friend."

"Why do you interrupt me so often?"

"Because you make so many blunders."——

*Exchange.*

## PUBLIC SCHOOL EXAMINATIONS.

[The Telfer School, London Township, taught for several years by Miss Langford, is noted for its public examinations. At the last meeting of the East Middlesex Teachers' Association, Miss Langford discussed the subject of Public School Examinations, and described the plan upon which she manages those held in her own school. The following is her method of procedure. We shall be glad to have accounts from other correspondents of similar gatherings.—ED. C. E. M.]

AMONG the advantages of holding public examinations the following may be mentioned:—They extend the people's acquaintance with the school, its management, progress, and appliances; they deepen the interest taken by parents in the progress of their own and other children in the section; they stimu-

late the teacher and pupils to extra effort; they afford opportunity, in fact make the necessity, for house-cleaning. If the teacher says to the trustees, "I propose to have an examination in ten days, and the school-house is in need of cleaning," the trustees readily carry out the teacher's request to put the school in presentable condition, and in general trustees are stimulated to keep the school-house and yard in better repair when they know that semi-annual gatherings of the parents will be held in the school.

Even if the people of the section do not attend the closing exercises, they feel more confidence in the teacher for the invitation to come to the school.

In order to make the examination a success, it is necessary to ask the co-operation of the pupils, and to excite their energies so that the parents may be led to participate in the interest their children manifest. It is well to spend about a week in the preparation in reviewing the work of the past three or four months. Perhaps some will say there should not be any preparation. Although with this I cannot agree, yet I strongly object to a teacher's drilling over a few points for a month or so for exhibition on "examination day."

The school-house as well as the pupils need preparation. My practice has been to have the pupils *alone* occupy the pupils' desks, and as there are not generally enough seats to accommodate visitors, some will have to be prepared. If benches can be borrowed, borrow them. I have borrowed unplanned boards, pasted newspapers over them, and placed them on benches and chairs all round the room, thereby securing temporary seats with no cost and but little trouble. I do not find any difficulty in keeping the visitors out of the pupils' seats. I simply say to the pupils the night before that I wish them to tell their parents, brothers and sisters who intended coming to the examination that I would rather not have them sit in the children's seats, and that I would give them seats by themselves. If you allow pupils and visitors to sit together it will be impossible to have perfect order

and attention, but if the pupils are alone they will keep quiet, and the visitors will quickly understand that they are expected to do the same. On the arrival of visitors I think the teacher should meet and welcome them at the door, then conduct them to a seat where he can leave them to listen to the examination of the various classes. The programme of exercises should be varied so as to interest the visitors and not weary the pupils. An intermingling of classes with a few choice recitations and songs by the pupils is desirable. The variety will rest and enliven the pupils, and will make your visitors feel it a pleasure to come to your examination.

One great trouble teachers have is in getting the parents to attend the examination. It is not very encouraging to announce your intention of having an examination, and when the day comes have it all to yourself. I have seen examinations where even the trustees were not present, and only one or two others graced the occasion with their presence. In Telfer we have never had fewer present than between 100 and 150 people, besides the pupils. To get them to attend, I send a written invitation to each family in the section. The more interest the teacher takes in their coming the more they will have in attending. If they find the teacher takes the trouble of sending a note of invitation to them, they will certainly feel that they are wanted; and in almost every instance you will find them present, unless prevented by unavoidable cause. In our section nearly all look upon examination day as a public holiday.

After advancing numerous reasons for holding public examinations in rural schools twice—and but twice—in the year, viz.: just before the falling off of the summer attendance, say early in November, and before the winter scholars leave, say late in March, Miss Langford devoted the remainder of her address to its most important topic—the advantages of a programme of exercises. At the Telfer examinations the neighbouring teachers who have promised to assist know the subjects assigned to them or selected by

them a week or two previous to the examination; they know the hour of the day and the number of minutes for their subjects. By this plan no class is overlooked, no class receives an undue share of time. Miss Langford has the programmes printed, and one is sent to each home the evening before the examination. These are useful and interesting to the visitors.

The following is a copy of the Time-table of the Public Examination held (in the school house of S. S. 7, London) on the 17th November last:

Time.	CLASSES.
10.00 to 10.10.	Arithmetic, Part I.
10.10 " 10.20.	Reading, Part II., Junior.
10.20 " 10.30.	Grammar, 2nd and 3rd.
10.30 " 10.40.	Reading, Part I.
10.40 " 10.45.	Recitations or Singing.

*Recess.*

11.00 to 11.10.	Arithmetic, Part II., Junior.
11.10 " 11.25.	Grammar, 4th.
11.25 " 11.30.	Recitations or Singing.
11.30 " 11.45.	History, 4th.
11.45 " 12.00.	Arithmetic, 2nd and 3rd, Junior.

*Noon.*

1.00 to 1.10.	Arithmetic, Part II., Senior.
1.10 " 1.25.	Reading, 2nd.
1.25 " 1.45.	Arithmetic, 3rd, Senior.
1.45 " 1.50.	Recitations or Singing.
1.50 " 2.00.	Reading, Part II., Senior.
2.00 " 2.20.	Geography, 4th.
2.20 " 2.40.	Reading, 3rd.

*Recess.*

2.50 to 3.10.	Arithmetic, 4th.
3.10 " 3.25.	Geography.
3.25 " 3.45.	Reading, 4th.
3.45 " 4.00.	Distribution of Prizes, and Singing.

### TEACHERS' ASSOCIATIONS.

MUCH diversity of opinion seems to exist in regard to the value of teachers' associations. In some parts of the country there appears to be no trouble in keeping up the semi-annual convention, and in these places general satisfaction is the result. In other sections, however, it is only with the greatest difficulty that meetings are conducted, owing to the want of interest exhibited by all concerned. Here and there an inspector is

found who refuses to insist upon his teachers complying with the law which imposes attendance, and in such cases it must be acknowledged that excellent reasons are adducible, such as the great distance to travel, bad roads, and the expense of attendance which low salaries do not justify. On the other hand, many inspectors call the roll of teachers' names twice a day at conventions as scrupulously as teachers themselves call that of their pupils in school. In counties, or divisions of counties, where this is done without fail, the attendance is almost invariably good, the papers numerous and well written, and the discussions lively.

But there are other counties in which there is neither compulsion on the part of the inspector nor indifference manifested by the teachers. This, we take it, is the happiest possible condition of affairs.

Everywhere, however, there is a disposition on the part of large numbers to pooh-pooh these meetings. Some assert that the "show" is in the hands of a "ring," or that the inspector manipulates everything to suit his own views. Others declare that there is nothing to be gained at conventions as they are usually conducted, and that, as a matter of course, both the time and expenditure incident upon attendance are thrown away.

It is easy to conceive that to old teachers it becomes a weariness of the flesh to listen year after year to Miss This or Mr. That explaining how she or he thinks spelling, or geography, or something else, should be taught. They are equally indisposed to rehearse for the fifth or the fiftieth time how they themselves do in similar cases. To relieve the tedium of the meetings, music, recitations and readings are introduced, but after all time often drags heavily.

Theoretically, there can be no doubt as to the eminent service which teachers' conventions may render to the interests of education, but practically it would almost appear as if they failed to "fill the bill."

It has been suggested in various counties by those who long for the intensely practical that some one should be engaged to perform an itinerary of the province, and not only



lecture at the conventions on *how* to teach this or that, but that classes of pupils should be provided, or that the teachers themselves should form into classes for the purpose of giving the lecturer an opportunity of illustrating his methods.

We are afraid that anything of this sort would not now-a-days commend itself to the majority of thinking teachers. In fact, it is doubtful whether there is not at least one teacher in every county who has made one or other of the subjects on the programme a specialty, and who is therefore quite as competent to handle it as would be any perambulating Solon.

It would almost appear that there does not now exist the same necessity for these associations as in former years. There is scarcely a teacher employed who has not had either considerable experience, or normal training, or both. In future, too, this necessity will be very much lessened, owing to the lengthened period of attendance of teachers in training at Model and Normal Schools.

At all events, in many counties a general meeting *once* a year would answer every purpose, half-yearly meetings being held in the townships in the interim. We are assured that social intercourse is one of the chief advantages connected with teachers' associations, and probably an annual gathering at the close of the schools for the summer vacation would answer this purpose. Held at that period also, and working in harmony with the Provincial Association, as they ought to do in any case, delegates from these associations would be able to approach the subjects set down for discussion with a zest they can hardly be supposed to preserve for two or three months after local discussion has taken place.

#### MAP DRAWING.

MAP DRAWING holds the same relation to geography that writing does to composition. It is only he that can picture clearly to his imagination the physical features of a given country who can form intelligent conceptions of situation, distance, direction or area.

Experienced teachers know the value of map drawing—young teachers are earnestly recommended to encourage it.

Apart from the geographical value of this exercise, it is conducive to habits of observation, accuracy and patience, and tends to the cultivation of taste in the form, variety and arrangement of printed letters.

The following directions may prove useful to some teachers :

1st. Measure, with the assistance of your pupils, the length and breadth of the school ground, then draw neatly upon a large sheet of paper or on the black-board a simple outline on a scale of one-fourth, one-half, or one whole inch to the foot or yard. This is enough for one lesson.

2nd. Similarly, ascertain the situation, and ground dimensions of the school-house and out-houses. Outline them accurately within the former diagram.

3rd. Mark by the same method the position of all the shade-trees—using dots for this purpose. Gates, doors and windows may be shown by means of slight erasures or breaks in the ground plan. The shape of flower-beds may also be delineated.

4th. Write (print is better) the names of the cardinal points in their proper places, and if your drawing be on paper lay it upon the floor in front of the class, in a position corresponding to that of the grounds and to the points of the compass. [Every school should be provided with a small compass.] After noticing *why* maps are hung on walls, and explaining that we always make the top of the map North, simply to avoid confusion, the pupils may be asked to copy the diagram on their slates—flat twelve-inch rules should be used.

5th. Draw the township\* on a scale of from two to six inches to the mile. Mark in position a reduced outline of the school grounds, omitting buildings, etc. Get the pupils to copy this accurately.

6th. Draw as large as possible a map of your county. Mark off your own township and school section, indicating the position of

\* When the school section is regular in shape, it should be taken before the township.

the grounds by a dot. Show the situation of towns □, villages ○, and churches ×. Explain why it is unnecessary and impossible on comparatively small pictures of extensive territory to give the exact form not only of grounds, but of towns and cities. After this map has been copied by the pupils on their slates, (and in future lessons, the other townships, etc., added), it might be advisable to let them try their skill on paper.

7th. Make a rough outline within a rectangle, on the black-board, of any map or of any fanciful figure. Divide this into spaces by means of perpendicular and horizontal lines three or four inches apart. Now draw a much smaller proportionate rectangle, divide it into the same number of spaces, and proceed to imitate the figure within the retangle, by carefully drawing your crayon through corresponding parts of lines and spaces in the small one. Several of these diagrams of various sizes, from the same model, will illustrate what is meant by drawing to a scale, and will enable the pupils to draw an increased or diminished copy of a given map.

8th. Show how lines of latitude and longitude may be made to answer the same purpose as those you made use of in the former lesson. Direct the class to draw some easy map from the book. If you have reason to suspect "over laying" when the work is done on paper at home, insist upon the drawing being four times the size of the copy, *i.e.*, twice as long, and twice as broad. When some advancement has been made, more difficult scales may be used.

General directions to the pupil: Do all your work cleanly and neatly. Take plenty of time. Don't be discouraged by a few failures. Rule straight lines, or draw curved ones whenever you intend printing a name. Imitate closely the letters on your copy. Do all your work first in pencil, faintly. Be sure it is correct before inking. Always use good black ink. Practice on your slate the making of mountain and coast-line markings. Use colour sparingly, and only after you can draw well. Save every map you draw. Always use the same size of paper, so that

when stitched your drawings may form a portfolio. Print your name, and the date of drawing, on each map.

### SCHOOL TEACHING.

HANDWRITING is a most important branch of education; but, notwithstanding the use of steel pens and the cheapness of paper, we fear that the writing of the schoolboys will not bear comparison with that of an early age. Less attention is now given to this subject than to others, and the schoolmaster no longer prides himself on his calligraphical abilities. Less than forty years ago the time of schoolmasters was largely occupied with mending quills and writing fair copies. Good quill making and fine writing were essential qualifications in a schoolmaster. But the introduction of steel pens, and of copybooks with engraved headings, has brought about a change which has not been for the better, so far as writing is concerned. Whatever the cause, writing has deteriorated, and good writing which was once the rule, has become the exception. Among applications for clerkships it is comparatively rare to find a well-written letter. Another subject which we should like better taught is that of English composition. While not underrating the value of French and of any modern language, or any branch of science which has been recently introduced into the curriculum of elementary schools, we think English composition deserving of attention before all these. To be able to write one's own language correctly and elegantly is surely of more value than to be able to write or speak a foreign language.

The late Sir William Fairbairn declared himself unable to determine whether he wrote or spoke correctly. His schoolmaster, he said, was well qualified to teach English, but it was considered not only non-essential but as standing in the way of other branches of education. In some elementary schools the thorough study of English is even yet absolutely ignored; in others, grammar is taught theoretically, and children are bewildered by the distinction between distributive, quantitative and qualitative nouns. Frequent ex-

ercise in composition, and the study of the best models, should, we feel sure, produce greater results. The study of botany has to some extent been adopted, but it is a subject which cannot be taught satisfactorily from books. Why should not the teacher take his scholar into the country, and study the book of nature itself? "Pick up," says Professor Blackie, "pick up a cowslip from a sandy knoll and compare it with the yellow clover that grows beside! and let that be your first lesson in botany. Pick up the pebbles from a burn mouth, and ask yourself how came these variously-spotted, curiously-veined, nicely-smoothed fragments to spread themselves over a ground which in texture and appearance bears so little kinship to the crop of things with which it is covered? This is to study geology in the living and natural way; to study how to observe and how to think, which is the only kind of study that brings the faculties of a rational being into play. To be taught botany or geology from a book is simply to be *crammed* and *stuffed* with *unmastered* and *unassimilated* results, which any goose can be."

In one respect schoolmasters have not kept pace with the times. They still use the cane. Every week the newspapers record cases of assaults upon children,—assaults as cruel as many of those committed in the dark ages. The rod has always played a conspicuous part in the education of children, especially at the higher schools where milder treatment might be looked for. That school-teaching is harassing, we willingly admit; that some school lads are provoking, we will allow; but we question whether the schoolmaster has found his right place whose only weapon of maintaining discipline is the cane, and who, in his treatment, makes no distinction between the weak and the strong, between the timid blunderer and the hardy and daring breaker of discipline. The sooner this species of *Dominie* becomes extinct, like the dodo, the better for the teaching profession, the better for the scholars, and the better for the nation! while the present system of over-taxing an insufficient teaching staff, instead of providing a sufficient one, calls loudly for

immediate inquiry and revision.—*Times* (London, Eng.).

#### THE SENSE-READER—A CONUNDRUM.

After the pupils have the answer let the application of each line be explained.

1. 'Tis black and brown, 'tis blue and gray,  
'Tis changeful as an April day;  
And yet, no matter what they say,  
'Tis not without attraction.  
It has a language all its own,  
Though mortal never heard its tone;  
It tells the sufferer's moan,  
It tells of satisfaction.
2. Inclosed within a narrow cell,  
It moves on hinge invisible,  
Securely kept, and guarded well  
From all approaching danger.  
It often speaks, yet never talks;  
It freely runs, but never walks;  
And every passing thing remarks—  
! In fact, is quite a ranger.
3. It swims, and yet arms has it none;  
And dances out of very fun  
Without a leg to stand upon,  
Or foot to follow after.  
It has a brother—twin, they say—  
And when cross-purposes they play,  
They look the very oddest way;  
To some they're cause for laughter.
4. As shining crystal it is bright,  
'Tis dark or dull as winter night,  
Its very nature, too, is light,  
For all were dark without it.  
It forms the poet's constant theme,  
It haunts the lover in his dream,  
And really paramount would seem,  
So much is said about it.

Let the above be read aloud in class as an ordinary reading lessons. It is to be hoped that the answer will dawn upon the pupils as they approach the end. If it does not, say: "We'll read it through again. Now reflect upon every line and upon every new thought as you go along and see if you do not find what is referred to." As they read, you repeat slowly the salient lines in order to have them make a due impression. When the pupils begin to think they "see it," hold them in check. Train them to restrain their ardor; to wait until the evidence accumulates and makes the answer perfectly plain. The

tendency of children is to yield to the first impulse. This is a good opportunity to teach them how a sensible person would wait before announcing his answer and test it by many, if not all, the lines. The answer is *THE EYE*. The application of some of the lines is quite ingenious.—*Chicago School-master.*

### ENGLISH READING.

BY PROF. J. ROGERS, WALLA WALLA,  
WASH. TER.

A LITTLE boy comes to me to learn to read. I ask him if he can say *O*.

"O, yes; I can say *O*; I love to say *O*."

He says *O* when he is pleased, and he says *O* when he is hurt,—different in tone, yet *O*. Then I make an oval mark on the slate or blackboard, and tell him it means *O*.

"When you see that mark you shall think of *O*, and say *O*."

"*O*, *O*; that is *O*."

I then make another mark, *g*, placing it to the left of the first; thus, *g-o*, and tell him that the two together mean *go*. "Can you say *go*?"

"I can say *go*; hear me say *go*."

"Point to the marks that mean *go*. Right. What do those marks mean?"

"They mean *go*."

"That is right; now *you* may *go*."

The boy leaves me well pleased; he thinks he has learned something, and likes it. The next day I tell him that *o* does not always mean *ō*; that *do* means *dōō*; that sometimes *o* means *ōh*, as *on*; that sometimes *o* means *aw*, as *for*; that sometimes *o* means *ogh*, as *son*. Then I get him to read a line as follows: *Do go on for son*. By this time he begins to think that what I told him meant *o* may mean almost anything; and, unless he is treated very kindly, he will be afraid to speak the next word in which he sees *o*.

After several days he comes to a lesson something like this: "Move on, my son; for it is no trouble pouring out nourishing soup." Here is simple *o*, with five different sounds, and, combined with *u*, it has five values. Now the child-mind becomes con-

fused. There is no rule or reason to guide him. He must surrender blindly, to the authority of those older than he. But his trouble is just begun. Some one asks him to read this question: "What notion of Orthoepy had Poe, the poet, when rhyming *fel-loe* with *canoe*?" Here is a combination, *oe*, with five different values; and, when the child has committed these to memory, he is not in the least aided in calling the next word in which he finds *oe*.

Still, he has not learned half there is to be learned about *o*, for some one says: "George Leonard McLeod, one of the people called *yeomanry* in *feodal* times, bestowed bounteous and gorgeous encomiums on John Bunyan as a righteous theologian, who wrote *theology* in a *dungeon*." Here is a combination of *eo* with twelve different values.

The child of average memory becomes so confused that he rightly concludes there is nothing certain about reading and spelling. He believes that any letter may mean almost anything, and he knows that it *may*, and often *does*, mean *nothing*. Now, I have a few questions for those who are expert in computation:

1. How much time would it take the average boy or girl to master the uses of *o* in our method of spelling?

2. What proportion of Public School pupils ever succeed in perfect spelling?

In this age of steam and machinery, with telegraphs and telephones on every hand, and in the glare of the electric light, I would ask:

3. Is it wise to require one million infants every year to plough through the rough lough, though they have had hiccoughs, phthisic, and the whooping-cough?

4. Is the value of the old spelling worth its cost?

5. If the people could really understand the amount of its cost to them and to their children, would they wish it entailed upon their grandchildren?

In my judgment they would not, but I have no wish to compel any one to adopt my views. But I do ask the Press that it let the millions know the true inwardness of fonetic speling as a time-and-money-saving

necessity. When once the mass of the people fairly understand this movement, and still say that they do not wish it, I shall have nothing more to say about it. Till then, as in duty bound, I will ever pray.—*Boston Journal of Education.*

### THE SONG OF THE SCHOOL GIRL.

With heavy and aching head,  
With weary but sleepless brain,  
A school girl sat in her room at night,  
And thus gave voice to her pain :

It's study by day and by night,  
And it's study by night and by day.  
Till a blur comes over my sight,  
And my brain seems oozing away.

The studies are piled so high  
That the weight is breaking me down ;  
I wish I had wings and could fly  
Away from the school and the town.

It's study and study at school,  
And it's study and study up here,  
And I shudder beneath the rule  
That awaits the failure I fear.

All day and all night is my head  
With figures and facts oppressed,  
And at last when I crawl into bed  
They haunt me and rob me of rest.

It's oh, for a romp and a run,  
A game with a hoop or a ball !  
And it's oh, to be out in the sun,  
Away from percentage and all !

Perhaps I may marry some day,  
If I ever get though with my life,  
And what will my husband say  
To a nervous and fidgety wife ?

It's study by day and by night,  
And it's study by night and by day.  
Oh, surely it cannot be right  
To study and never to play.

### THE BIBLE IN ONTARIO SCHOOLS.—

No one can fairly question the sincerity or patriotism of those who are endeavouring to secure the compulsory use of the Bible in the Public Schools, whatever exception some may take to this course. Some of those who have been agitating the question have perhaps unintentionally created a wrong impression. They constantly speak as if our schools were becoming irreligious, and as if a change of principle had been introduced into the

school regulations in reference to the use of the Bible. The following table, which we cut from a contemporary, indicates the extent to which the Bible is read in the schools. The first column gives the year ; the second, the total number of schools reported ; the third, the number in which the Bible was read daily ; and the fourth, the percentage of the latter class :—

Year.	Schools.	Bible read.	Percentage.
1851	3,001	1,748	58
1856	3,472	1,854	54
1861	4,019	2,879	71
1866	4,379	4,173	68
1871	4,598	4,489	73
1876	5,092	2,999	80
1880	5,137	3,366	87

A NEW CLASS OF CERTIFICATES.—In the course of his report on the schools of the county of Elgin, Mr. A. F. Butler, the County Inspector, gives it as his opinion that there should be a class of certificates the requirements for which might be an extensive knowledge of object teaching, kindergarten work, elocution, mental arithmetic, science of common things, laws of health and life, and especially natural aptness and fitness for the very important work of managing young children. These requirements should of course be possessed in addition to the common English branches, and the salary of such teachers should be as high as any paid in the Public Schools. In this way the education of young children would be placed under the best possible management, whereas the low salaries common for teachers in the lowest forms at present make it impossible to secure good men. A good teacher for young children must be blessed with special tact and peculiar powers ; and Mr. Butler thinks it the greatest mistake to systematically hand over the teaching of the youngest children to the least competent persons.—*Globe.*

THE MARKING SYSTEM.—At the recent meeting of the Maine Pedagogical Society the sentiment of the members seemed to be opposed to the marking system in schools.

Principal Rounds, of Farmington, declared that much of the marking is sheer nonsense, besides being a great burden to good teachers. He added that he had given up trying to find out a pupil's knowledge by searching examinations. He held brief examinations at unexpected times. Recitations, he added, cannot be judged so minutely as by tenths without interfering with the instruction. He thought that conduct should be taken into account in marking, because teachers undertake to do something more in teaching than merely to make scholars—they strive to mould character. W. J. Corthell, of Gorham Normal School, would, he said, give more for the judgment of the teacher at the close of the term than for any system of marking; he would promote scholars upon the individual opinion of their teachers that they were able to do the work of the higher grade. Marking, he thought, an unhealthy stimulant.—*Ex.*

THE following pithy paragraph from the *Canada Presbyterian* has several points which furnish wholesome food for reflection touching a current question on this continent:

"A fierce light beats on the school question from the gloomy walls of Kingston Penitentiary. A visitor who sees the seven hundred convicts march past instinctively exclaims: 'Oh, what a number of boys and very young men!' Yes, there they are, scores of them, about twenty years of age—many below that age. Did the State do its whole duty to these youths when it taught them the three R's in its schools, but said nothing to them there or anywhere else about the consequences of wrong-doing? Dare any one say that if the schoolmaster had enforced the truth, 'Be sure your sin will find you out,' as frequently and as fully as he explained problems in arithmetic and algebra, that all these boys would be wearing a convict's garb? The law practically excludes from our schools the book which says, 'Thou shalt not kill,' and then hangs the man who kills! That may be wise legislation for a Christian country, but no intelligent heathen would say so."

## CONTEMPORARY LITERATURE.

BEOWULF. I. Text: Edited from M. Heyne, by James Albert Harrison. Boston: Ginn, Heath & Co., 1882.

BEOWULF: An Anglo-Saxon Poem; and the "Fight at Finnsburg," translated by James M. Garnett, M.A., LL.D. Boston: Ginn, Heath & Co.; Toronto: Willing & Williamson, 1882.

THE appearance of even a text of *Beowulf* ought to excite pleasurable feelings in all Canadians who take a pride in their native speech. But it will not be altogether the fault of the little book if the feelings, when excited, are not satisfied. True, we have here *only* the text, and it is hard to understand why it was published without a glossary, especially since Heyne's vocabulary is available. The second reflection is more serious. The appearance of *Beowulf* reminds us that no facilities are afforded in

our Provincial University for the study of the oldest English. We hear of additions to the mathematical staff, a Demonstrator of Physics being called for, but at present a Demonstrator of Old English is much more needed, for surely the statement is unnecessary that, without some knowledge of Anglo-Saxon, a teacher is unequipped for his work as English master in our High Schools. Indeed, if old authors and their language were studied a little more deeply we should be spared the contemplation of the crude work in the way of annotations of English authors with which our schools are oppressed. But to recur to the *Beowulf*. Why should a text of an English poem be presented to English readers in a German dress? The transliteration of the English editions would be more appropriate than a text marked with signs which are unknown in

English. The objection may be a slight one, but surely such a variety of transliteration is undesirable. We welcome the appearance of the book, and hope that it may be extensively read. A valuable aid to the study of *Beowulf* is presented by Prof. Garnett's recently published line-for-line translation. With this, and reinforced by Bosworth's Anglo-Saxon Dictionary (a new edition of which is just issuing from the Clarendon Press), there ought to be no insuperable difficulty in reading this interesting monument of by-gone days.

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MACAULAY: By J. Cotter Morrison; "Morley's Series of English Men of Letters." New York: Harper & Bros.; Toronto: Willing & Williamson.

THE series of biographies edited by Mr. Morley may be said to belong to a species of biography which, as Mr. Morrison has pointed out, was originated by Macaulay himself. Without having invented it, he so greatly expanded and improved it that he deserves nearly as much credit as if he had. He did for the historical essay what Watt did for the steam engine; he found it rudimentary and unimportant, and left it complete and a thing of power. The historical essay, as he conceived it, and with the prompt inspiration of a real discoverer immediately put into practical shape, was as good as unknown before him. Macaulay's biographies of Johnson, Pitt, Milton, he was the first "to frame in a firm outline, to conceive it at once in article size, and then to fill in this limited canvas with sparkling anecdote, telling bits of colour, and facts all fused together by a real genius for narrative," p. 68. But as Mr. Morrison has abundantly shown, Macaulay's biographies are made less valuable by persistent political

partisanship, and by an apparent incapacity for deep critical analysis. Those in Mr. Morley's series, on the other hand, aim at a truly critical spirit; they give the facts of the biography in the most perfect literary form, and enrich our language with some of the most charming and suggestive reading to be found in any literature. Of this we instance as examples, Prof. Goldwin Smith's *Cowper*, Leslie Stephen's *Pope and Swift*, and we may add the present work by Mr. Morrison. Our author gives us a sketch of Macaulay's boyhood, of his good Quaker mother and stern Presbyterian father, Zachary Macaulay. "Saint Hannah More," as Carlyle calls Dr. Johnson's protégé, petted the "marvellous boy." His father ruined himself by neglecting business for negro philanthropy, but young Macaulay set himself to rebuild the family fortunes—a task in which he achieved complete success before he reached the age of sixty. He was an omnivorous reader, with a memory of unusual tenacity—a man of singularly virtuous, affectionate, unselfish character, whose life was one unbroken success in literature and politics. He was a great talker. We have heard a son of Lord Monteaagle tell how at his father's house in London, when Henry Taylor and other literary friends were met there, they saw with terror the approach of Lord Macaulay to the hall door. Mr. Morrison's analysis of the merits and faults of Macaulay's various works is carefully thought out, and we recommend the thorough study of the chapters bearing on this subject to all those who desire to gain a clear idea of the conditions on which depend the merits or defects of literary style. As no writer is more generally real, and no style is at first sight more captivating than that of Macaulay, it is well that we should see clearly what are his limitations as a thinker.

## EDITORIAL NOTES.

## THE PASSING YEARS.

FEW, we imagine, among the throng that are doomed to labour for their daily bread feel more acutely, or are more painfully conscious of the fact, that the years are rapidly passing by, than the hard-working, conscientious schoolmaster. As we write, the year 1882 is at its last flicker, and to many of our readers who are engaged in the toilsome work of teaching the year has no doubt brought its heartaches and disappointments—not the least of the latter, we dare say, being the thanklessness and indifference of those for whom they faithfully laboured, and whose money a hundredfold could never adequately reward the service they had rendered. There is probably no industry of modern times, some one has remarked, in which the part played by labour is so disproportionate to its rewards as that of teaching. And, strange to say, this seems to have been always the case. From scattered allusions to the status of the schoolmaster in Horace, Juvenal, Martial, and other of the Roman poets, we find that while the training of youth engrossed the thoughts of intellectual Rome, education was full of a minute and senseless erudition, and the schoolmaster was underpaid and often despised. To account for the latter is not easy, except it be found in the characteristic of most ages, where the smiles have been given to prowess and the frowns to philosophy. The faithful teacher, however, has reward of which the world knows not; and though opulence may sometimes sit in the seat of the scorner, honest, humble effort in a worthy cause lays up treasure for itself where there are abiding joys and where the "well-done!" is heard of approving justice. To those in the profession, few we trust in number, who deem this world everything,

and who in the rude bustle of life want to be in the swim to fortune, whoever is swept into the eddies, the consolation we have referred to may be of little avail. But in the teacher the merely dollars and cents view of life is an ignoble one, as it is to every worker, however employed, who has not before his mind the welfare and happiness of the race and its advancement to a higher, if even a Utopian, plane of perfection. Could each of us set before himself a higher ideal of work, and encourage one another more and more to faithful and disinterested labour, in full sympathy with all that is best and worthiest in humanity, we should not only add a dignity to toil, but shed a lustre on the profession which every member of it ought to seek to elevate and adorn. The trouble with much of our work is this, that we strike the key-note too low, and never afterwards rise above the minor notes of enthusiasm. "Lay a broad foundation, and then build high," is alike the counsel of wisdom and of duty. We are, moreover, too much in a hurry with our work, and the preference unfortunately is for immediate and not for abiding results. May the coming year disclose our errors and remove them; and may every honest worker receive his reward!

## SCHOOL LEGISLATION.

THE Minister of Education, it seems to us, must entertain the notion that the last forlorn outpost in the war of mind is to be carried by a School Bill. School Bills are his methods of assault, and to School Bills and Departmental Regulations ignorance and inefficiency must in the end capitulate. Hon. Mr. Crooks's plan of attack is interesting: first there is the signal given (blank cartridge in the *School Journal*) to clear the decks for action; then there is the



scattering charge and explosives to draw the enemy's fire and ascertain what forts are defended; thirdly, comes the "Regulation" round-shot for sighting purposes, timidly followed by wild shelling and *ricochets*; after this the "didn't mean it" play of boomerang m.siles (Bills withdrawn or backed out of); and finally the double-shotted periodic charge of the "Consolidated" (Monitor) School *Balls*. The damage done is, of course, immense; each charge, at a wasteful expenditure of printer's ink and the public revenue, produces—smoke! and when the "Inscrutable" is hauled off a few breaches are seen in the weaker defences—but the flags still fly from the independent forts! The public is supposed to find amusement in all this by-play, but sensible men rather put wadding in their ears to shut out the din. When will Mr. Crooks see that naval engagements of this sort are as trumpety as the scuttling of the schooner in Lake Ontario at Exhibition time, or the artillery salutes that mark the annual opening and closing of the House? The administration of education surely means more than powder and smoke. But Departmental legislation, of recent years, has hardly risen above this; and the School Regulations will never be deciphered until Mr. Crooks and the smoke clear off. Happily for education the schools of the Province are conducted without much reference to the Department, and the haze which envelops the School Regulations, so far as Masters are concerned, may continue to settle upon them. With Inspectors it is otherwise, and the task of comprehending and applying the School Act, we imagine, must be no easy one. Curiously enough, however, the drift of recent legislation is in the direction of ignoring the Inspector, and of bringing the Trustee to the front. Can this be part of the political game, or is it some mysterious design of the Italian Conclave behind the Minister? Section 29 of the late School Bill was a move democratic enough to tickle the fancy of the country politician; but is not education in danger when the local trustee is given control of the school programme? There is a wise mean

between a central autocracy and a scattering satrapy. Decentralization has its own drawbacks, and the Department will do well not to divest itself as yet of all its checks and responsibility. Inspectors, in some instances, may be too water-logged to keep pace with the stream; but progressive men are to be had, and the power of removal is in the hands of the people. Whatever the men, we doubt the wisdom of depriving the Inspector of a voice in preparing the programme of studies. Did the Department issue a model programme, capable with little variation of general adaptation, matters might not be so bad. But this the Minister has not done, and the course he has followed, as in other acts of his administration, do not speak great things for his advisers. A personal tour through the Province, if he would keep his ears open and his mouth shut, would be of incalculable service to the Minister. He would learn many things of which the Central Committee are evidently ignorant, and he would himself become his own "Directing Mind." In a few things he has got on the right track; and if he were left to his own judgment, aided by personal observation and close and quiet contact with the profession, he would see what was wanted, and commit fewer blunders. The establishment of County Model Schools was a good move, and the amendments to the law regarding them are to be commended; but they need increased Government aid, to encourage the local authorities to make and keep them efficient. This is a matter the Minister will do well to look to, for teachers' methods are more important than the results of their work. Then there should be a clean sweep of the staff of the Normal Schools. Men are wanted there who ought to be at the head of the profession, and who are in full sympathy with the progress of the age. If graduates are obtainable, good and well; but the imperious need is for men of fresh, practical knowledge, of mental flexibility and vigour, of great aptitude for teaching, and a hearty enthusiasm in their work. With a staff of such men the question of the length of the Normal School term need never be raised;

as things are, the shorter it is, the less the waste of time. If school matters are to be considered in the House this Session, we hope some attention will be given to this urgent question, and that the public voice shall be intelligently heard.

### EDUCATION IN QUEBEC.

THIS Report of the Superintendent of Education for the Province of Quebec, recently received, enables us to glance at the progress of Education during the past year among our French compatriots. The amount disbursed by the Province for the school year, ending June 30th, 1882, was close upon \$350,000, of which \$155,000 went for the support of the Common Schools, and about half that sum for Higher Education. Some \$42,000 were expended on the Normal Schools (Jacques Cartier, Laval, and McGill); \$13,000 on Deaf and Dumb Institutions; \$10,000 for Prize Books; \$8,000 for Pensions; and nearly \$29,000 for School Inspection. The latter, as in the case of Ontario, is a large but no doubt necessary outlay, more necessary perhaps in Quebec, where the bulk of the teachers are of low grade, and where the area of the school districts, in sparsely settled counties, is great. We note that a large proportion of the teachers are female, and that many of both sexes belong to the religious orders in the Roman Catholic communion. Considering the zeal of the Church, and the interest taken in the training of youth, it is not surprising to find that the status of the Public Schools is below that of the Convents. The school-houses, we are told, are bad, confined, and unwholesome; eleven-twelfths, it is affirmed, are not fit for the purposes to which they are put. They are deficient, moreover, in school supplies; the trustees are stingy or indifferent; and the teachers are often without diplomas. The latter would seem to be the greatest defect; and, judging from the salaries, there is evident reason for the com-

plaint. It is instructive to note that many of the drawbacks to Education with us exist in the Lower Province; and it would be well if a common remedy could be applied. These drawbacks are to be found in the inaptitude of many of the teachers for their work; in the frequent changes of masters in the schools; the withdrawal of women by sickness, and not unfrequently from caprice; together with other matters complained of, chief among which is the slavish adherence to text-books, and, in the case of arithmetic, of unpractical teaching and fancy problem-work. Against the latter there seems to be a special outcry, one Inspector inveighing in set terms against the pupils being made to solve difficult problems having no relation to the practical wants of a farming community; and another adjuring the profession "to devote themselves to teaching pupils how to calculate correctly and rapidly all ordinary transactions, without paying too much attention to those fancy problems with which most Arithmetics are filled." Another cause of complaint, from which the Ontario profession also suffer, consists in the large number of scholars who are removed from school just as they are beginning to derive benefit from the instruction, given them. This is one of the great disadvantages of teaching in rural, or in poor districts; but the evil, we often think, might be largely mitigated did trustees do their duty, in educating public opinion in their respective districts to regard the withdrawal immaturity of a boy from school as nothing short of a crime. The Blue Book presents one other, and a serious cause of complaint, for which trustees are also responsible, viz., the abandonment by good teachers of their profession on account of low salaries, or as it is put by an Inspector in the Report before us, "to seek in the States or elsewhere that subsistence which their ungrateful profession denies." This is a complaint which discredits the intelligence and libels the humanity of our people. It is full time that the charge should not lie at the door of any constituency in the Dominion.

## A SCHOOL-ROOM TRAGEDY.

A TRAGICAL occurrence, illustrative of Western lawlessness and of young American insubordination in the school-room, has lately come under our observation, and, as the story marks the calamitous results that follow the abandonment of moral influence and restraint as factors in the training of youth, it may be instructive to bring the circumstances of the case to the notice of our readers. The scene of the occurrence is a county school-house in Ohio, and the actors in the drama are a young graduate teacher, who has just reached his majority, and two male pupils, aged respectively 17 and 19. All, it is said, are well connected: the teacher, while firm as well as competent, bore a good character; and the boys, though full of "grit," were not vicious. The traditions of the school were not those of peace; its annals were war-like, and the young master, in accepting the post, had been warned of coming trouble. Presently the trouble came, and the *casus belli* was the refusal of the senior class to study grammar. The teacher issued his edict, and the class, at the instigation of two conspirators, first considered and then spurned it. They would NOT add grammar to their barbarian accomplishments! and their parents, it seems, were aiders and abettors of the rebellion. The time for the lesson came, and with it the *barons* in revolt. The two youths referred to (Hays and Luce, by name) were ordered out on the floor for disregarding the master's instructions and failing to "get up" the lesson. While thus arraigned a colloquy ensued, and in the wrangle the latter was struck a staggering blow by Luce. Recovering quickly, the teacher advanced towards his assailant, and was again struck in the face. At this point Hayes took part in the affray, and soon, by their combined efforts, the pupils had their teacher lying on his back across a bench, the blows being rained upon his head by both boys. The teacher, of course, was "armed," and in the confusion he wildly used his weapon—an ugly, long-bladed knife—and both boys were frightfully gashed in the

encounter. The school emptied itself in a panic, and Hayes, one of the assailants, drew off towards the door, calling upon the teacher to "come out here, and we'll settle you!" At the porch the young rebel met his own *quietus*, for, as he shouted his challenge to the master, he fell dead upon an ash pile by the school-room door. At the sight of Hayes, lifeless, all passion cooled, and Luce and the teacher now bore the dead homewards. Neither, however, was fit for the task, for the teacher had "his nose broken, and his face horribly mashed," while Luce had his lungs perforated by the knife, and several deep gashes were in his arm. But "grit," we are told, nerved them both for the task, and the body was borne home, Luce's own life-blood ebbing the while. Two days afterwards the latter died, and his last utterance was: "Though I licked the teacher, I'm not mad at him!" The report concludes with the statement that the teacher instantly surrendered himself, and he now lies in an hospital in a critical condition. Such are the incidents of this horrible tragedy. The tale needs no moral; or if it does, it points to the fact referred to in our opening sentence,—the calamitous absence of moral suasion, and the substitution of "Satanism" (to use Dr. Goldwin Smith's phrase) for the influences which should be actively operative in an institution devoted to the training—moral as well as intellectual—of the youth of a Christian land.

## COPY-BOOKS VERSUS SLATES.

THE CANADA PUBLISHING CO., we learn, have just received an order from the Toronto Public School Board for over 8,000 headline copy slips, from their new and improved Beatty Copy Books, for use in the schools of the city. This is a new departure, and, we dare say, an economical one, on the part of the School Board of the Capital, as the headlines can be made to do duty, in blank copy-books, long after the latter have been filled with those moral maxims which form the palladium of school liberty and the foundation of the writing masters' greatness. Without de-

siring to subtract an iota from the latter, we cannot help remarking on the universality with which mechanical methods are pursued in teaching writing in the schools of the present day, without regard to the physical and mental characteristics of the youth who are set to "do" the regulation copper-plate of the period, and whose handwriting instead of becoming idiosyncratic and disclosing a trace of character or of literary taste and culture, is fashioned in the uniform, mechanical mills of a prosaic and commercial age. In these days of machine routine, and of boards and inspectors, will no one say a good word for individualization and freedom? And with it all we have no peace; we must have trade rivalries, applications for the injunction of the Courts, and a battle-royal of copy-books and of their manufacturers! Even poor Mr. Beatty himself is to be put under the ordination of law; he is to be "mashed" in the legal machine; to be restrained by the Courts; to be deprived of his individuality and even of his name; and then to be asked to "pay the piper" while the others dance. Why, we would rather make slates than copy-books and be imposed upon in this fashion. If you write Beatty on a slate, you can rub it out, if anybody threatens to take your life or your purse for it. If you put it on a copy-book, the liberty of the subject is gone! When, we wonder, will monopolist publishers do the just rather than the gainful thing? "Live and let live" used to be the old-time rule; but now-a-days business is in the hands of graspers and grinders. At this rate, the life of a copy-book maker, however successfully he may grind out moral maxims and engrave them, is not worth living.

Since the above was written, we notice that Mr. Beatty and the Canada Publishing Co. have been restrained by the Courts from issuing a new series of copy-books on which Mr. Beatty's name appears, lest that issue shall confuse the public in its eager search for the productions of what some speak of as the "original and only Mr. Beatty." While respecting this judgment of the Courts, we cannot refrain from saying that, in our opin-

ion, the Bench has scarcely grasped the situation, if it concedes to Mr. Beatty the undoubted right to make a "new and improved series of copy-books," in the profits of which he shall participate, and yet restrains him from doing so lest his new enterprise may interfere with a previous series in which he has now no interest, and from the sales of which he receives no consideration for the use of his name. The question of similarity of design in the cover may at once be disposed of by stating that both series have a common origin in the American copy-books of Paysan and Dunton, and the other issues of the United States market. There can therefore be no claim to originality, or to copyright, in the cover; while the trademark of "Beatty," in the absence of any agreement to abstain from using it, must surely rest in the owner of that patronymic. The idea of the trade mistaking the two series is not to be seriously thought of; nor are the plaintiffs in the case likely to suffer from teachers making any similar mistake. Both the trade and the profession are sure to be better informed by vigilant publishers. On a rehearing of the case we feel sure that the present decision of the Courts will be reversed. Were it to stand, it would not only be a grave personal injustice, but it would give a very questionable countenance and a still more questionable fillip to monopoly.

#### AUTHORSHIP MADE EASY.

WHEN, we wonder, will our Wellington Street friends learn even the commercial worth of artlessness? Its spiritual worth, we fear, will be forever beyond their ken. Taking the suggestion from the excellent papers on "Common Errors of Speech and their Correction," contributed by Mr. Strang, of Goderich, to the March and April numbers of the MONTHLY, Messrs. Gage, we are told, are manufacturing a book on "False Syntax," by the easy method of writing to Head Masters throughout the Province for examples drawn from local sources, and, as we learn, from native educational periodicals other than, we need hardly say, that

great storehouse of unimpeachable grammar, the *Canada School Journal*. The nucleus of this book, while being offered to a rival publishing house in Toronto, was lately handed us for momentary examination, and we found it instructively baited to catch the eye of the Wellington Street firm, with a liberal spice of extracts from this magazine which only pedantry could sit down to conpile, and a pitiful pedagogism gloat over. This field for the honourable activity of those who do not love us, we considerably abandon to the enterprise; and on the appearance of the work we shall not fail to acknowledge the industry, not to speak of the malice, which stimulated the energies of its compilers. In the meantime we give Messrs. Gage the benefit of this advertisement, and trust that, as the result of the work they are inciting some Masters to do, they will so educate their *colloborateurs* of the book as may enable them, at no distant day, to fledge their pens in composing editorial paragraphs for the *School Journal*. Just let us add, however, that it may save the firm considerable labour if they turned over the task of making extracts from the MONTHLY to the editor of this publication, who, they may take our word for it, has not waited until the present day of grace to take the measure of himself or the "gauge" of his enemies. If one were called upon to sit in judgment upon his own work, we are only too conscious of the catastrophe that would befall the editor of this magazine! "It is well for the reputation of my history," wrote Lord Macaulay, "that I did not review it as I could review it."

#### "THE BYSTANDER."

THOSE who take pleasure in seeing the topics of the time treated of in a masterly manner, with perfect knowledge and largeness of view, and couched in vigorous, incisive English, will eagerly hail the re-issue of *The Bystander*, though the publication is in future only to appear quarterly. Professor Goldwin Smith's service to Canada in the issue of this interesting and instructive maga-

zine is well-nigh incalculable. Alike to the publicist, the journalist, and to the educated reader, the periodical affords rare food for thought, and an insight into the life of the times, such as no other serial can give, and as no other pen could so ably supply. It is the product not only of a ripe scholar and a man of the highest culture, but of an exceedingly shrewd observer, endowed with a keen sense of honour and of right-doing, and possessing a trained judgment and great knowledge of the world. We hear of *The Bystander* being read in many of the High Schools of the Province as a model of English; and for that purpose as well as for its thought, nothing could be of greater service to English masters. We promised in the present number to give extracts on educational topics from the publication; these, so far as our space will permit, we now append. *The Bystander* may be had of any newsdealer, or from its publishers, Messrs. Hunter, Rose & Co., Toronto, on remitting twenty-five cents for each quarterly issue.

#### THE CATHOLIC VOTE AND "MARMION."

It was in the scuffle for the Catholic vote that Walter Scott, of all characters in the world, was sucked into the mill-race of Party and revolved for some weeks upon the wheel, piteously dripping with the muddy stream. The noise of the controversy reached England, and filled that discerning public with exalted ideas of our moral fastidiousness and the ardent interest taken by us in literary questions. To any one not in quest of Catholic votes it is needless to say that the morality of the glorious Scotchman is as pure as the burn that runs down a heathery hill-side. He was too perfect a gentleman to touch anything unclean. A churchman who finds licentiousness in *Marmion*, must himself, to use Johnson's expression, be highly combustible. On the subject of duelling, Scott thought like other men of honour in those days; this is his only weak point. Otherwise, he gives us ground for thankfulness that in him, as in its other great masters, British fiction is pure. Evil betide man or woman who sullies its purity! There are criminal characters in Scott's Tales, as there are in the Bible, but, as in the Bible, they meet their doom: Constance, Marmion, and the King of Scots, all suffer for their sins. That the walling-up scene, and some other passages in *Marmion*, are offensive to Ro-

man Catholics is perfectly true; and had this ground been frankly taken when the book was withdrawn, there would have been no more to be said. Unluckily, the false ground of immorality was taken, in order to hide the wires, when the wirepuller, not content to possess the substance without the form of power, suddenly thrust from behind the curtain his Most Reverend head. To insinuate that Scott was driven by his straightened circumstances to pander to Protestant prejudices, is the most preposterous injustice: he was not in straightened circumstances when *Marmion* was written. Nor had he any prejudices of his own: not being at all ascetic or ritualistic, he felt no special sympathy with the religion of the Middle Ages, which he treated simply as a part of the antiquities, and in a conventional, sometimes in a jocular, style. But by bringing the Middle Ages generally into fashion, he practically gave an impulse to the Neo-Catholic movement, and in Catholics to traduce him is ingratitude.

#### PUBLIC EDUCATION.

In the course of the Scott controversy reference was made to Collier's *History of England*, which had been revised by the Council of Public Instruction to clear it of language offensive to the feelings of Catholics. That revision was effected quite quietly and without a bitter word. Such is the difference between a political and a non-political Department of Education. The thoughts of the community are being directed to this subject. People begin to see that we can no more afford to have education turned into a political cockpit than we could afford to have commerce treated in the same way. The Council of Public Instruction had defects, but they were not irremediable, nor were they the cause of its fall. It was overturned by the wrath of the Chief Superintendent, because, in the performance of its duty to its constituents, it limited his autocracy, revised his text-books—some of which were in dire need of revision—and inquired into the management of his wasteful, or worse than wasteful, Book Depository. As he was supposed to wield the Methodist vote, the Government bowed to his displeasure, and in its haste to gratify him forgot even the usual courtesies of public life. At the pass to which things had then come, a change of some kind was inevitable, and a Ministry of Education was an experiment which there seemed to be good reasons for trying. It has been fairly tried: The Minister appointed was the member of the Government best qualified by his intellectual acquirements for the post,

and there can be no doubt that he has devoted himself conscientiously to its duties. But the result is decisive: Education is rapidly becoming the football of party, and the state of the Department is such as to excite grave misgivings in the minds of men well qualified to judge. Many voices are heard in favour of a reorganization of the Council, for the purpose of general regulation, such as determining the subjects of instruction and examination, selecting text-books, and fixing the qualifications for certificates. For administrative purposes a Chief Superintendent would, of course, be required as before. The mode of his appointment might be so arranged as to secure to him the confidence both of the Legislature and the Council of Public Instruction; and if the Chairman of the Council were named by the Government he might form a useful channel of communication between the two bodies. Let the Opposition take up this matter in earnest and they will not be without support. Nor is the question confined to the Public Schools. The friends of the University also are beginning to desire its emancipation from political influence, which has already bred trouble, and which, if exercised in a narrow spirit, might estrange half the community from an institution which ought to be the common pride of all.

#### THE BIBLE IN THE SCHOOLS.

Interest in the question of education is being shown in many ways. Here, as elsewhere, contending parties feel that they will have society greatly under their influence if they can clap a padlock on the minds of the young. An important deputation of the Churches urges the Attorney-General of Ontario to make religious instruction obligatory in all the schools. It is not difficult to sympathize with those who wish the child to be trained up not only in knowledge and intelligence, but in the love of good, the hatred of evil, and the fear of God. But the difficulties which stand in the way of a universal and compulsory system hardly need re-statement. In the divided state of Christendom, and with a growing body of citizens who object to religious teaching altogether, perpetual conflicts, perpetual agitation, would ensue; the power of the State would be constantly called into action against what would present itself as freedom of opinion, and the practical consequence to religion is not doubtful. After all, too great a value may easily be set on religious teaching in the form of a task; as every one who has been compelled to attend divinity lectures at College will say. Let us be content, then, with

local discretion, guarded by a proper conscience clause, and let the Church, the Sunday School, and, above all, the home, do their proper work. The "Cotter's Saturday Night" is worth all the compulsory clauses in the world. The London *Advertiser* suggests that a manual of the great moral truths might be framed and used as a school-book. It might be framed by a neutral authority commanding the general confidence of the Province; but if the task were undertaken by the Education Office of a Party Government, we see what the result would be. The adoption of a law making religion a part of the programme would shut out for ever the hope of giving unity to our system by the abolition of Separate Schools. Otherwise, that object may be kept in view. To perfect securities for the conscience of their children the Catholics, in common with other citizens, have a right; these there might have been a reasonable doubt of their enjoying at the time when the Separate Schools were conceded, and when the memory of persecution was still fresh; there can be no reasonable doubt now; and it is not the duty of the State to provide special institutions for the purpose of keeping a portion of its citizens under the social and political control of the priesthood of a particular Church.—*The By-stander.*

#### PUBLIC SCHOOL INSPECTORS' CONVENTION.

##### SUGGESTED AMENDMENTS TO THE SCHOOL LAW.

At a meeting of Public School Inspectors of Eastern Ontario, held at Kingston on December 28th, and convened chiefly by the efforts of the Inspector of North Hastings, two important resolutions were carried unanimously, and have, we believe, the support of every County School Inspector in the eastern section of the Province. The resolutions are as follows:—

1. "Whereas in certain counties there is a great scarcity of regularly qualified teachers, be it resolved that, in the opinion of this meeting, the Boards of Examiners for such counties should, on obtaining the special permission of the Minister of Education, be authorized to grant certificates of lower grade than the present third-class certificates; that the standard for such certificates be similar to that of the third-class examination prior to 1877; that there be no restriction on Boards as to the percentage required from candidates; that, where considered

necessary, provision be made for the professional training of successful candidates by teachers' institutes, or otherwise, and that such certificates be valid only for particular sections."

2. "Whereas there is a great and growing scarcity of Public School teachers, due in a great degree to the inadequate salaries paid to them, and whereas the Legislative Grant to the public schools averages only about fifty cents per enrolled pupil, while that to High Schools averages \$6.42 per pupil, or above thirteen times as much as to the public schools, although the latter do vastly more important work; and whereas the present Legislative and Municipal Grants are inefficient, and their mode of distribution on a basis of average attendance unjust to the weaker sections, therefore be it resolved that, in the opinion of this meeting, it is expedient that the Legislature increase the appropriation to public schools by at least 100 per cent., an equal amount to be contributed by the municipalities, and that this additional (legislative and municipal) appropriation be divided among the school sections on the basis of their respective rates of taxation for the payment of teachers' salaries."

The Inspectors present at the meeting have, at their own expense, instructed their secretary to forward printed copies of these resolutions to every member of the Provincial Legislature and to every public school inspector, and have authorized a committee, composed of Messrs. Burrows, Johnston, and Mackintosh, to urge their adoption upon the Minister of Education.

We need not say that we regard this movement as very important and worthy of the earnest support of every one. In favour of the first resolution, no argument is required. Our present standard is too high for many sections of the Province, and, if persisted in, will flood the country with a multitude of half-educated and untrained holders of "permits." The increase of "permits" and extended third class certificates is productive of much mischief and demoralization. It leads to any amount of wirepulling and log-rolling, has a tendency to cultivate, on the part of teachers, neglect of study and self-improvement, and a lamentable lack of manly and womanly independence, and offers to wealthy and foolishly economical sections admirable facilities for

forcing the Inspector, unless he is possessed of back-bone of more than ordinary stiffness, to secure temporary certificates and "extensions" when there is no good reason for their being asked.

The movement for an increased grant to public schools is of great moment, and we earnestly trust it may be successful. At present the Legislative Grant is a mere pittance, and the basis upon which it is distributed is antiquated and wrong. Public aid to educational institutions should be given in proportion to their needs and the efforts their supporters make to help themselves. Neither of these ends is accomplished by the present mode of distribution. The scheme suggested by the Inspectors who met at Kingston commends itself to our judgment as equitable in every respect. It takes average attendance and the local rate of taxation into consideration. In a future issue, we purpose returning to the consideration of the matter. At present, we ask for the matter the attention of our readers.—  
*North Hastings Review.*

### PROTEST OF SENATE OF QUEEN'S UNIVERSITY

AGAINST GRADUATES BEING COMPELLED TO ATTEND THE NORMAL SCHOOLS BEFORE ACCEPTING A MASTERSHIP IN THE HIGH SCHOOLS.

*To the Honourable the Minister of Public Instruction for Ontario, Toronto:—*

The Senate of the University of Queen's College would respectfully represent to the Minister of Education and the Governor in Council with reference to the Order in Council of July 31st, 1882, approving "Amended Regulations as to training of teachers in the Normal Schools," that Section three makes changes inadvisable in themselves, and the inevitable tendency of which is to discriminate against the graduates and undergraduates of all Colleges and Universities, outside, of Toronto.

The holder of a First Class Public School Teacher's Provincial Certificate is, but a University graduate hereafter is not, to rank as a legally qualified Assistant High School Master. The Senate considers that when a man has been taught for four years by men whose position is a guarantee that they are the

highest kind of educators of youth attainable, he himself has been trained to teach according to the only method that, in the judgment of the best authorities in the teaching profession, is worth anything as a preparation for the actual work of teaching. To oblige such a man to go to a Normal School before he can be allowed to teach is an additional bar to those already existing, the effect of which is to exclude the highest class of men from the teaching profession. While to prevent trustees from appointing such graduates as assistants is to narrow their choice, and to restrict them to men who, in the judgment of the world, have had an inferior training.

The change proposed affects not only the character of future High School Assistants, but also of Head Masters. Hitherto a graduate could be appointed an assistant, and if he gave practical proof, for a sufficient time, of knowing how to teach and how to rule, he was eligible for a Head Mastership. To subject him, in addition, to what is called a "professional training" or a text-book examination is something worse than a superfluity.

The change proposed with regard to undergraduates of the fourth year is still more objectionable. An undergraduate within one year of his degree is to be induced to withdraw from that training of the whole man which is acknowledged to be the highest, to the comparatively unimportant routine of a Normal School, or to what is called a "professional training" in Toronto, from September till the Christmas holidays. He is to lose a year for this three months' "training." Another year, which, if it is to be made compulsory, would be much better spent in post-graduate University work, is added to his College course. And it must be pointed out that something like a bribe is indirectly offered to all undergraduates outside Toronto to leave their own Universities, and attend where they can take simultaneously their collegiate year and their "professional" three months. Doubtless the Minister intended no such consequence; but it is the duty of the Senate to point out the inevitable results of the changes proposed. The higher class of minds will be more and more repelled from a profession which even at present is not attracting them to the extent we would all like to see; and to the lower class of minds powerful inducements are presented to induce them to shorten their course, by transferring themselves to Toronto, from the seats of learning they themselves had previously chosen.

The Senate trust that changes that seem to them to be unnecessary, and in the interest of an attempted over centralization, and



the effects of which they believe will be injurious to the cause of true education, will not be pressed. They would be much gratified if the Government would cancel the Order in Council, so far as it has been referred to in this petition.

(Sgd.) GEORGE BELL, LL.D.,  
Registrar.

Queen's University,  
Kingston, December 11th, 1882.

### HIGH SCHOOL ENTRANCE EXAMINATIONS.

A GOOD deal of doubt prevails as to the proper interpretation of the Regulations referring to the reading of the High School Entrance Papers. The following letter addressed by the Minister to the Head Master of one of our Collegiate Institutes will prove interesting to our readers, as it sets the matter at rest :—

TORONTO, 20th December, 1882.

I am directed by the Hon. the Minister of Education to state that he is willing that the Examining Board shall act on the proposals of the High School Inspectors, as stated herewith :

"I. I do not think it necessary or wise for the Examiners to read the remaining papers of candidates who have failed badly in one subject ; they cannot be admitted, and reading their answers entails useless expense.

"II. The most expeditious mode of examining the Reading is to withdraw the candidates individually from some subject for two or three minutes, allowing them an equal expansion of time on the paper.

"It would be well for the Examiners to read all the papers in the case of those who on account of age, etc., might fairly be recommended for admission to a High School."

I have the honour to be, Sir,  
Your obedient servant,  
ALEX. MARLING,  
Secretary.

### A LATIN PERIODICAL.

A LITTLE monthly in the Latin language has been started by Mr. Edgar A. Shumway, teacher of Latin and Greek in the State Normal and Training School at Potsdam, N.Y. *Latine* is an *Ephemeris Latina*, the contents of which are divided into short sections, for the most part dealing with the

best-known and most-studied Latin authors, in the way that teachers use. The system of questions and answers applied to a paragraph from Cicero alternates with some Latin prose, flowered with quotations, wherein an episode of the *Æneid* is recounted. One section gives a passage from Cæsar, with all the verbs put in the indirect statement. Another affords the teacher a choice of simple questions and answers wherewith to keep his class on the stretch, interested and ready to respond. Another (in English) gives a list of points on which information is desired, and suggests various matters to readers. It appears that by means of his little magazine Mr. Shumway has effected among Colleges and High Schools a correspondence in print which he calls *Catena Latina*, and the members of which are *annuli*, or links of the Latin chain. Some interest appears to have been aroused ; members or links are not slow to enrol themselves. The little monthly seems destined to do good. Indeed, anything which makes teacher and pupils feel that they are being sympathized with, that they are not by themselves, but part of a great mass of learners and instructors throughout the country, must tend to give greater zest to their work, and enlarge and harmonize their views of study. The only condition for membership in the *Catena* is the purpose to do some of the work. The *Ephemeris* will cost two dollars a year, and if supported its eight pages will be enlarged.—*N. Y. Critic.*

### "SPECIMENS" FOR CABINETS.

IT is pleasing to know that many schools throughout Ontario are taking a lively interest in the practical study of physical science. Wherever this is the case beginnings have been made in forming cabinets of specimens. Those who find it difficult to procure just what is wanted may not in every instance know where to obtain the rarer, or even the more common, illustrative objects. Much, of course, may be done by means of exchange between schools in various parts of the country ; but to form a complete cabinet, or to procure specimens otherwise unattainable, the best plan is to write to Dr. A. E. Foote, Philadelphia. It is probable that Dr. Foote has the largest collection for sale in the world, and he has the reputation of being a thoroughly satisfactory expert with whom to transact business.