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CONTENTS OF THIS NUMBER

SHORTER EDITORIAL 353
CONTEMPORARY THOUGHT. 354
NOTES AND COMMENTS 355
LITERATURE AND SCIENCE:
Pretty Silver Rain..*From "Our Little Men and Women."* 356
American Literature.....*Thomas O'Hagan, B.A.* 356
Notes on Popular English.. ...By the late ISAAC TODHUNTER. 356
CURRENT EDUCATIONAL OPINION:
Convocation Address. . . . . ..Dr. Nelles 358
Socrates, and his Method.........Supt. Hinsdale 359
LONGER EDITORIAL:
Let Encouragement and Support be Given!....... 360
BOOK REVIEW. 360
BOOKS RECEIVED 361
TABLE TALK 361
SPECIAL PAPERS:
English Literature for Entrance to High Schools, VIII. and IX ..*W. H. Huston, M.A.* 362
River Life.......... ...*Charles C. James, B.A.* 364
PUBLIC SCHOOL:
Dictation Exercises. 365
MATHEMATICS:
Paper in Algebra............... ..*Richard Lees* 365
EDUCATIONAL INTELLIGENCE:
Arbor Day at St. Stephen, N.B. 366
Arbor Day at Halifax. 366
West Bruce Teachers' Association. 366
West Grey Teachers' Association. 366
Ontario Art School. 367
Ontario Teachers' Association. 367
EXAMINATION PAPERS:
Admission to High Schools—Grammar.. 368

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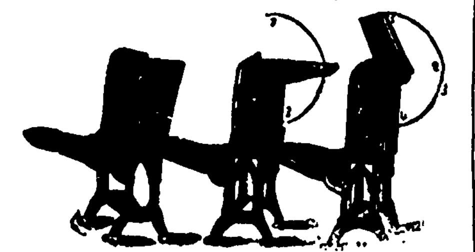

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The Educational Weekly.

TORONTO, JUNE 4, 1885.

How great an advantage a systematic method of study has over an unordered one has often been pointed out. It shows itself most distinctly in the difference which, as a rule, exists between those who have conscientiously worked through one or more branches of a university curriculum, and those who, satisfied with the grounding they received at school, have, in after life, taken up at random higher departments. Each may have read the same authors; each may have an enthusiastic love for his subject; but still between them there is a gulf fixed. One knows how to know, as it were; the other is unable to discriminate between the valuable and the valueless. To one the subject presents itself as a complete whole, harmonious in all its parts; the other is unable to take this broad view of the subject; is unable to rightly gauge the relative importance and bearing of its various factors; is unable to recognize in perspective the different distances at which the various facts lie.

Neither is this a matter for surprise. By an unsystematic student some facts must be overlooked or insufficiently regarded. This destroys the continuity of the subject. Again, no one subject is explicable without the aid of side lights thrown upon it from cognate sciences. Who, for example, could thoroughly understand palæontology without geology, or geology without mineralogy, or mineralogy without chemistry? Indeed, if we could only see deep enough, would not every science be but parts of one whole? "Truth," we have often been told, "is one and eternal." But, apart from this philosophical aspect, it is impossible not to recognize the fact that for a thorough comprehension of any subject, not only must that subject be methodically considered, but other and kindred subjects—themselves methodically considered—must be brought to bear upon it.

Life is now too short—as we are accustomed so often to hear—or rather, and more correctly, knowledge is now so increased that no one can, in Bacon's words, "take all knowledge to be his province." Not even a Pascal in this year of grace could venture to undertake the comprehension of many recognized branches of learning. And for the ordinary individual one or two at most are found amply sufficient.

And truly to know thoroughly in all its details this one branch requires much labor and much perseverance, and above all much system. The two former are of little value without the latter. As in all effort, skilled effort, scientific effort, is the most productive. Less labor well arranged will eventuate in greater and better results than ill-arranged and purposeless labor.

But because one has not had the advantages of a university education, need all efforts on their part towards self-culture in the higher branches of learning be necessarily unsystematic and therefore less productive? By no means. It needs only that we know how to study; and with the numerous text-books and curricula at hand there will be no difficulty on this head. With the grounding received at school; with the innumerable works by excellent authorities on every variety of topic; with the many libraries, museums, magazines and newspapers at our disposal; and with many around us who have undergone a thorough mental training, there assuredly need be no insuperable obstacle to our gaining an intimate acquaintance with such subjects as our tastes and proclivities will point out.

This intimate acquaintance with some one subject we recommend all teachers to aspire to. This is an age of specialism, not only in the sense that it is difficult to be otherwise, but also in the more sordid sense that specialism is now apparently of more value to the individual than is versatility.

For encouragement in our attempts at this self-culture we have many brilliant examples of success. Each person's reading will supply him with instances. Perhaps one of the most notable is that of Carlyle, who, at the advanced age of thirty-nine, studiously applied himself to learning Greek—and this after the production of what many consider his greatest work—the *Sartor Resartus*.

But that which we wish here more particularly to insist upon is, that such study must be systematic: must begin at the root of the subject and travel gradually and slowly to the branches, and that the flowers—to pursue the metaphor—must be the last examined. We have met men, brilliant men, to whom the name of "scholar" could not be applied. And why? Because, although widely read and very intelligent, they had not taken upon themselves the labor of commencing at the rudiments of a subject, and working it out through all its ramifications. They were able to quote authorities, but they were unable to rightly estimate the value of such authorities for they could not judge of their fundamental premisses. They could support a theory with highly plausible arguments, but they were unable critically to analyse such arguments. They had at their finger ends numberless technical terms and phrases by which to explain the causes of phenomena, but the hidden meaning—or, often, the want of meaning, of such phrases could not by them be seen or acknowledged. And this, it appears to us, was due solely to a want of system in reading. In their profession: in the particular branches of learning, to which they had entirely devoted themselves, no such faults existed. This was enough to show their ability and mental calibre. It must, then, have been from some other cause that they were deficient in those which they had studied by other methods, and this cause we trace to unsystematic study.

Education is the trunk of the tree, culture its branches, refinement its blossoms, and taste their perfume. Without the trunk there can be no culture; and even if we would attempt to graft a foreign branch, there must be beforehand a living and growing trunk. In truth, true culture is impossible without a firm, substantial, and immovable basis of education. And not only so, but to arrive at such culture as is worthy of the name, we must see that we avoid a "one-sided development," must take care that our tree is not allowed to branch out in one direction only, but equally on all sides. And if we would have true refinement and good taste—fair and sweetly-scented flowers, we must see that our tree is carefully pruned, that no one branch is allowed to take more than its share of the sap.

And, dropping the metaphor, is not this, too, the essence of system? Could he be called "cultured" who knew nought but one science—however great an authority he might, in that science, be considered? Who are our truly "cultured" men? The names of Ruskin and of Matthew Arnold will, perhaps, rise first to our lips. And in what subjects are these great men proficient—or let us ask of what subjects are they altogether ignorant? To thoroughly appreciate their writings one must truly have more than glanced at the whole "circle of the sciences," and have known much of art and literature also. The ancient classics, French, German, Italian, they are both deeply read in. All great English authors they are perfectly familiar with. With the natural sciences Mr. Ruskin is perfectly at home, and Mr. Arnold is thoroughly acquainted. Art, of course, both have deeply studied. But, and on this we again insist, each has also made one or more branches of learning a subject of prolonged, earnest, and systematic meditation.

Contemporary Thought.

THE tenacious hold that education has upon the people of our country is manifest in various ways; perhaps nowhere more than by the numerous and frequent gifts of money and bequests in wills for permanent educational work. When love for a cause touches a man's pocket, it is neither transient nor shallow. George Bancroft, the historian, a native of Worcester, Mass., has signified his purpose to present to the city a fund of $10,000 to form the "Aaron and Lucretia Bancroft Scholarship Fund," the income to be devoted to the liberal education of some one scholar selected from the citizens of Worcester.—*New York School Journal.*

SUPT. HIGBEE, of Pa., just before last Arbor Day mailed a circular to all county, city, and borough superintendents requesting them to make every effort possible to have the schools under their jurisdiction observe the day by planting trees, shrubbery, etc. The time is near when this important matter will be attended to by the superintendents of all our States. Arbor Day will become a fixed holiday, not of pleasure only, but of work, in beautifying the land. It would be well if Author's Day, as practised by the Cincinnati schools, could be united with Arbor Day, and many trees set out, christened the name of some distinguished author or actor. Some school-yards are full of such memorial trees.—*New York School Journal.*

MANY of our best teachers are beginning to realize that those studies that are most practical are sufficient for mental development. It is no longer necessary for pupils to study what is not practical for the sake of culture. We grant that culture as the means of obtaining knowledge is often more important than the knowledge itself. Life is too short to study all things. The most that we can do is to teach the studies that will be most important in such a manner as to develop and strengthen the mind. After the student has a practical education will be time enough to talk about the studies for culture. The more knowledge the better, but let it all be practical. Culture and utility go hand in hand. Make a boy a good business man and you make him a strong man.—*The Normal Index.*

THE biography of the present, not to mention the unworthy subjects which occasionally find their way into its realm, has become more or less diluted with egoistic puerilities, insipid sentimentalities, and not-to-be-exposed privacies. Its true and legitimate end of revealing for the benefit of the present and future public the universal and necessary truths of human nature as they have manifested themselves in those worthy of imitation, has become so lost sight of that the public is not now wholly satisfied unless it can know whether a man or woman who has written great books, painted fine pictures, or composed grand symphonies, was possessed of good table manners, had a clear complexion, or even loved pie!—*Elizabeth Porter Gould in "The Literary World."*

THE revision of the Old Testament is a literary success, but it has no pretensions to scholarly completeness. That is the general impression which the new version makes. There have been practically no alterations in the text, the variants of the Septuagint, even when undoubtedly superior, being relegated to the margin. The literary merits of the Authorized Version have been retained and on the whole enhanced, and its majestic rhythm has not been disturbed, and has even been allowed fuller play by the arrangement of the prose books in paragraphs, and of the poetical books in separate lines. The revisers are to be congratulated on the satisfactory result of their fifteen years' labor. There can be little doubt as to the wisdom of their decision in declining to make a new text of the Old Testament as the other company did with the New.—*The Athenæum.*

NO greater work is committed to mortals than the training up of a child for usefulness and happiness in a long life here, and an eternity of usefulness and happiness hereafter. Success can only be obtained by getting your own mind in sympathy with the mind of the child. You must know his wishes, desires, likes and dislikes, his aspirations and his weaknesses. You can then put yourself in a position to mould his mind, guide his will, and arouse a true and earnest aspiration for the best and the highest. The possibilities of his life are beyond our power to estimate. It was a beautiful baptismal benediction, that of the Arab priest: "My child, as you came into the world weeping, while all around you smiled, may you so live that you may leave the world smiling, while all around you weep."—*New York School Journal.*

THE article "Philology" (in the *Encyclopædia Britannica*) is divided into two sections, "The Science of Language in General" being discussed by Prof. W. D. Whitney, while the "Comparative Philology of the Aryan Languages" is treated by Prof. E. Sievers. Prof. Whitney is certainly the highest living authority on the science of language in general, and also possesses the faculty of clear and lively exposition, so that his section of the article exhibits the skill of a master in the arrangement, proportional treatment, and judicious compression of a vast and complex subject. He has established by terse and unanswerable arguments the conventional nature of speech and its imitative origin, and, in brief, upsets many of the fallacies which abound in the English books to which reference is made in the note on the literature of the subject. We have not space to develop the few minor points on which we venture to differ from him, but must content ourselves with bearing testimony to his admirable execution of an exceedingly difficult task. Prof. E. Sievers's contribution, on the other hand, though very learned, shows little sense of proportion.—*The Athenæum.*

"AN undertaking, extraordinary even in these days of novelty and originality," says *The Pall Mall Gazette*, "has been proposed by a well-known capitalist, and, if the idea is well received, it may before long be carried out. The suggestion is to establish a Circulating Picture Loan Society, on the principle of Mudie's Library. In consideration of an annual payment, subscribers will be entitled to the loan of one or more pictures by living artists of every degree of talent, according to the amount of their subscription. These pictures would be changed from time to time—say every three or six months, as the subscriber's taste or the terms of his contract might dictate. A list of artists and their works available for circulation would be published by the company periodically. It is claimed by the promoter that by means of his scheme the artistic taste of the middle classes throughout the country would be well served and educated as well, the inconvenience of paying down a lump sum for the acquisition of a picture would be obviated, a great impetus would be given to art, and a very necessary encouragement offered to artists of every grade."

THE human memory is capable of two distinct actions. It is possible so to commit the subject-matter of a lesson as to make a perfect recitation; to do this without reflection, and to do it in a very short time. This is the art of the waiter in a restaurant, who will take an order without a card for as many as thirty articles ordered by a party of six gentlemen, and not only bring all the articles, but assign to each guest his part of the order. But no permanent impression is made upon the brain-cells by this process. There is another method, involving repetition, reflection, and review, by which the substance of recitations becomes incorporated with the very structure of the brain, so that it would be impossible to eradicate it while life lasts. Many young people have a fatal facility of committing for an occasion. . . . If, then, you cannot learn to recite easily, but are compelled to study very hard, know that what you thus laboriously learn will, in form of substance, or both, be yours forever; and if you have facility of acquisition for immediate use without difficulty, be glad that you have this power, but do not let it seduce you from that more laborious and protracted operation of the mind which alone can enable you, in future years, to bring forth the results of your early studies.—*J. M. Buckley, LL.D., in Oats or Wild Oats. Common Sense for Young Men.*

A FACT which soon impresses itself on a teacher's mind is that there is a vast difference between the characters as well as the abilities of pupils. He learns to classify them according to their several characteristics. Thus one class will consist of the slow but sure, the naturally serious, possessing little enthusiasm, but an indomitable will; another will be composed of the bright and interesting boys who dash at their work with Celtic spirit, but who are the more easily daunted and require the more tender care. One type of boy has an innate love of real advancement; the ambition of another is to make a show in the world, to shine in society, to lead a butterfly existence. Some boys are almost consumed with a passion for producing sport; they are the clowns of the school-room; to their minds nothing is so important as a joke. Now, the teacher who sets his mind on eradicating any of these peculiarities must proceed with extreme caution lest he go too far. It is much easier to destroy than to build up; and very often a boy's peculiarities are in themselves harmless though they may require modification and sometimes restraint. The task of combining all of these various elements into a harmonious whole without destroying harmless individuality is as interesting as it is difficult. The forward must be placed under steady restraint, the diffident encouraged, the unambitious stimulated, and each individual case diagnosed and treated as bodily ailments are treated by the physician. This involves much psychological study, but it will be amply repaid by the results.—*The Critic (Halifax, N.S.).*

Notes and Comments.

OUR readers will of course read "Amended School Act" for "Scott Act" in the first Note and Comment of our last issue.

OUR reviews of *The New Arithmetic*; *Madame How? and Lady Why?*; and *The War in the Soudan;* we have been obliged to hold over till next week.

GERMAN students of photography are making considerable progress towards the perfection of a process whereby negatives may be obtained in all the colors of the original. Professor Vogel, who has been experimenting many years, has succeeded in reproducing blues, yellows, reds, and greens.

THE principal contributors in this week's issue of THE EDUCATIONAL WEEKLY are Mr. W. H. Huston, Principal of Pickering College; Mr. Charles C. James, Science Master at the Cobourg Collegiate Institute; Mr. Thomas O'Hagan, Modern Language Master at the Pembroke High School; and Mr. Richard Lees, Science Master at the Lindsay High School.

THE publishers of General Grant's memoirs are said to have already in hand orders for over one hundred thousand copies. The same unconquerable will which once was manifested in the declaration to "fight it out on this line if it takes all summer" has been shown in the preparation of the second volume, which has been written almost entirely during his illness.

THE annual concert of the St. Catharines Collegiate Institute was held in their hall on May 22nd, and considering the extremely unfavorable state of the weather, was well attended. As far as the programme was concerned it was a decided success, reflecting credit both on those who arranged it and on those who so successfully carried it out. The stage was handsomely decorated with a collection of rare plants and flowers, tastefully arranged, which gave it a neat and attractive appearance. The programme consisted of instrumental and vocal pieces and readings.

WE take the following from the *Cosmopolitan Shorthander*:—Referring to our defence of the word "shorthander," which originally appeared in the EDUCATIONAL WEEKLY, Isaac Pitman says: "We, too, dislike 'shorthander,' and think that if a word cannot be coined which would be as expressive as, and more euphonious than, 'Shorthander,' rather than adopt such a word as this we would content ourselves with 'shorthand-writer,' or 'phonographer.'" We would ask Mr. Pitman to define his objections to the word, and to state wherein the latter words he quotes are preferable to our abbreviated form. He very fairly quotes our arguments in support of the word, but does not attempt to dispose of them or confute them, if that be possible.

THE *Literary World* gives the following list for those who have not yet got their new Bibles and who may be temporarily interested in such examples of changes as the following:

The Old.	*The New.*
Thick clay (Hab. ii., 6),	Pledges.
Table (Isa. xxx., 8),	Tablet.
Tablet (Isa. iii., 20).	Perfume box.
Torches (Nah. ii., 3).	Steel.
Troop (Amos ix., 6).	Vault.
Valley (Josh. xi., 16).	Lowland.
Veil (Ruth iii., 15).	Mantle.
Unicorn (Num. xxiii., 22),	Wild ox.
Wounds (Prov. xviii., 8),	Dainty morsels.
And the earth was without form, and void (Gen. i., 2),	And the earth was waste and void.
And the evening and the morning were the first day (Gen. i., 5),	And there was evening and there was morning, one day.
He will curse thee to thy face (Job i., 11),	He will renounce thee to thy face.
Thou hast made him a little lower than the angels (Ps. viii., 5),	Thou hast made him but little lower than God.
The eyes of the Lord are in every place, beholding the evil and the good (Prov. xv., 3).	The eyes of the Lord are in every place, Keeping watch upon the evil and the good.

IT has been a source of wonder to us that such a book as *Discriminate. A companion to "Don't": A Manual for Guidance in the Use of Correct Words and Phrases in Ordinary Speech, by Critic*, should command any particular attention. We give a few extracts from it:—

Discriminate in the use of the word ARTIST. Keep *artist* to designate the higher order of workmen; as painters, sculptors, musicians, architects, and the like. Don't use it to designate barbers, laundrymen, tailors, etc.

Discriminate in the use of BAD. Don't say "I have a *bad* cold"; say "a *severe* cold." As colds are never *good* we should not say they are *bad*. We can have *slight* colds, or *severe* colds, but not *bad* colds.

Discriminate between BAD and BADLY. Don't make the mistake, so frequently made, of saying "I feel very *badly*." Use *bad*. *Badly* is an adverb, and should not be employed. One might as well say, "I feel *happily*," instead of "*happy*."

Discriminate between BALANCE and REMAINDER or REST. Don't say "The *balance* of the library remained unsold;" "He spent the *balance* of the evening at home;" "The *balance* of the money he left in their keeping;" "We will now have the *balance* of the toasts." Use *rest* or *remainder*. Balance denotes the excess of one thing over another.

For what class of people can this be written?

TEACHERS will profit by laying to heart the following from *The Caterer*:—Good solid food, then, and nutritious fluids, are essential to him who would give force to the labors of his brain. Tea may appear, in the eyes of some, a more harmless drink than beer; yet the tea-drinker's thoughts might not outlive the time they took to write them. Dean Swift, it is true, was fond of his cup of tea; but it was not owing to that fact that his writings still live. He did not confine himself to "the cup that cheers and not inebriates," but was a lover of the other one that knows so well how to do both. Dr. Johnson was also a passionate lover of tea, but, like Swift, he divided his affections. He made the pleasures of the table a study, and seated before a well-spread dinner, he would jilt the tea-pot, and a bottle of port would then become sole mistress of his heart. The uneven character of both Swift's and Johnson's writings shows that the action of their brains at different times could not have been urged by food or liquid of the same quality. And, we think, a curious and careful reader will have little difficulty in picking out from their literary productions those written under the influence of a tea-debauch.

CHARLES PELHAM MULVANY, A.M., M.D., died at 4 o'clock on Sunday last, May 31st. But few of our readers probably who have not very frequently seen the well-known initials "C. P. M." at the foot of excellent contributions to various periodicals. Dr. Mulvany was also an author. His "History of Liberalism in Canada," although not yet published, is to appear before the end of this year. He had also completed the greater part of a short history of the rebellion in the North-West. To say that he was one of the most widely-read men in Canada, that he was talented to a degree, that in many subjects he was perhaps an unrivalled authority upon this side of the Atlantic, that as one with whom to converse on literary, artistic, scientific, historical, and biographical subjects, he was perhaps of all men in the city in which he lived the most fascinating, is to say little. His love of books, his knowledge of men and manners, his keenly observant faculties, his ready flow of speech, his acquaintance with so many and various subjects of thought both ancient and modern, all make his loss one that, if not irreparable, Canada will find hard to forget, even if we leave out of view his kindly and genial disposition and his generous and sympathetic nature. Dr. Mulvany's life was in many ways a strange one. Born in Ireland he met there at his father's house many notable characters, amongst others many of those in the circle in which Lady Wilde so brilliantly shone. His taste for reading and his facility in writing both prose and verse early developed itself, and the well-known Trinity College magazine contained many a column from his pen. He filled at one period of his life the position of surgeon on board H. M. S. "Gorgon"; after this he took holy orders; he lectured on classics at Lennoxville; but latterly devoted himself entirely to purely literary pursuits. This varied life corresponded somewhat with his mental habits. He could hardly have been called deeply read, but he certainly was widely read in the largest sense of the phrase. His forte it would be difficult to discover amidst the wealth of his attainments. He had but recently completed the fiftieth year of his age when he died, and there are many, very many, in both the old and the new world who will sorrow much at his loss.

Literature and Science.

PRETTY SILVER RAIN.

WHY do you come in such a hurry,
Pretty silver rain?
You seem quite angry as you dash
Against the window-pane.

Your shining lances pierce the heart
Of every little flower.
I like you better when you fall
In a gentle shower.

You've torn the lovely cherry blooms
In haste from off the tree.
The hyacinths and lilies sweet
You've treated shamefully.

And just see Johnny, darling rogue!
You've spoilt his happy fun.
There, safely barrelled, now he waits
The coming of the sun.

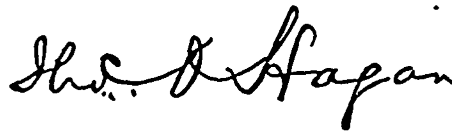
O how *can* you be so cruel!
A softly falling shower,
Like early dew on grass would harm
Neither boy nor flower.

E. M. in "Our Little Men and Women" for June.

AMERICAN LITERATURE.

I CONFESS to a warmth of admiration for American literature. Whether it be the graceful tenderness of Longfellow, the purity and elegance of Hawthorne, the quaint and epigrammatic humor of Holmes, or the versatility of excellence found in Lowell—the genius of American literature, indigenous, racy, and full of vigorous ambition, is day by day proclaiming itself. But its labor is more than proclamation. It is studying out the destiny of the American republic of letters through the immortality of speech. Begotten in the morning of colonial days when Catton Mather graced the halls of Harvard, and Jonathan Edwards talked metaphysics in the class-rooms of Yale, rocked in the cradle of a fierce revolution by the *electric* hand of Franklin, and guided through its morning of danger by that wise Virginian scholar and statesman, Thomas Jefferson, the genius of American literature has so gradually developed with the liberties of the people that it may well be said, "The guns of Fort Sumter proclaimed not alone the social emancipation of three million slaves but the intellectual emancipation of thirty millions of freemen." And here the question arises, Have the American people a literature peculiarly their own? We think most undoubtedly that they have. You will search in vain through the literary studios of Europe for *negatives* of Hiawatha or the Bigelow Papers. Only the land of the Dacotahs and the genius of a Longfellow, the quaint dialect or provincialisms of New England wedded to the matchless wit of a Lowell, could have given birth to such productions racy of the soil. The same light air of freedom which plays about the shaft on Bunker Hill on a summer morn as "May glides into June" fills the pages of each American journal and magazine with a breezy freshness, a brightness of color that charm the eye and heart of the most fastidious reader.

This young Republic of a hundred years with its guild of literature has already a niche in that great temple of classic memories within whose walls repose orator, statesman and poet. He whose gifted pen gave to the world "The Village Blacksmith" and "Evangeline" lives with us no longer, but the spirit evoked by his muse lingers in our homes and brightens our whole existence as with a "Psalm of Life." In every quarter of the American Republic poetic hearts are pulsing in verse, poetic minds are planning in metre the problem of human life—its hopes, its fears and its triumphs. Bret Harte, beside the dim Sierras, gives us a faithful picture of the rude miner's life with "Dickens in Camp." Cable introduces us to the land of the Creoles, while Holmes, forgetful of places, writes as one who looks upon the whole of human nature as his kingdom. And yet we need not wonder at the rich flowering of American literature. The rose will best unfold its sweetness in the morn while the sentinels of night are withdrawing and the dews of kindly peace descending like blessings from above.



NOTES ON POPULAR ENGLISH.

BY THE LATE ISAAC TODHUNTER.

I HAVE from time to time recorded such examples of language as struck me for inaccuracy or any other peculiarity; but lately the pressure of other engagements has prevented me from continuing my collection, and has compelled me to renounce the design once entertained of using them for the foundation of a systematic essay. The present article contains a small selection from my store, and may be of interest to all who value accuracy and clearness. It is only necessary to say that the examples are not fabricated; all are taken from writers of good repute, and notes of the original places have been preserved, though it has not been thought necessary to encumber these pages with references. The italics have been supplied in those cases where they are used.

One of the most obvious peculiarities at present to be noticed is the use of the word *if* when there is nothing really conditional in the sentence. Thus we read: "If the Prussian plan of operations was faulty the movements of the Crown Prince's army were in a high degree excellent." The writer does not really mean what his words seem to imply, that the excellence was contingent on the fault; he simply means to make two independent statements. As another example we have: "Yet he never founded a family; if his two daughters carried his name and blood into the families of the *Herreras* and the Zuñigos, his two sons died before him." Here again the two events which are connected by the conditional *if* are really quite independent. Other examples follow: "If it be true that Paris is an American's paradise, symptoms are not wanting that there are Parisians who cast a longing look towards the institutions of the United States." "If M. Stanilas Julien has taken up his position in the Celestial Empire, M. Léon de Rosny seems to have selected the neighboring country of Japan for his own special province." "But those who are much engaged in public affairs cannot always be honest, and if this is not an excuse, it is at least a fact." "But if a Cambridge man was to be appointed, Mr. —— is a ripe scholar and a good parish priest, and I rejoice that a place very dear to to me should have fallen into such good hands."

Other examples, differing in some respects from those already given, concur in exhibiting a strange use of the word *if*. Thus we read: "If the late rumors of dissension in the Cabinet had been well founded, the retirement of half his colleagues would not have weakened Mr. Gladstone's hold on the House of Commons." The conditional proposition intended is probably this: if half his colleagues were to retire, Mr. Gladstone's hold on the House of Commons would not be weakened. "If a big book is a big evil, the 'Bijou Gazetteer of the World' ought to stand at the summit of excellence. It is the tiniest geographical directory we have ever seen." This is quite illogical: if a big book is a big evil, it does not follow that a little book is a great good. "If in the main I have adhered to the English version, it has been from the conviction that our translators were in the right." It is rather difficult to see what is the precise opinion here expressed as to our translators; whether an absolute or contingent approval is intended. "If you think it worth your while to inspect the school from the outside, that is for yourself to decide upon." The decision is not contingent on the thinking it worth while: they are identical. For the last example we take this: ". . . . but if it does not retard his return to office it can hardly accelerate it." The meaning is, "This speech cannot accelerate and may retard Mr. Disraeli's return to office." The triple occurrence of *it* is very awkward.

An error not uncommon in the present day is the blending of two different constructions

in one sentence. The grammars of our childhood used to condemn such a sentence as this: "He was more beloved but not so much admired as Cynthio." The former part of the sentence requires to be followed by *than*, and not by *as*. The following are recent examples: "The little farmer [in France] has no greater enjoyments, if so many, as the English laborer. "I find public school boys generally more fluent, and as superficial as boys educated elsewhere." "Mallet, for instance, records his delight and wonder at the Alps and the descent into Italy in terms quite as warm, if much less profuse, as those of the most impressible modern tourist." An awkward construction, almost as bad as a fault, is seen in the following sentence: "Messrs. —— having secured the co-operation of some of the most eminent professors of, and writers on, the various branches of science . . . "

A very favorite practice is that of changing a word where there is no corresponding change of meaning. Take the following example from a voluminous historian: "Huge pinnacles of bare rock shoot up into the azure firmament, and forests overspread their sides, in which the scarlet rhododendrons sixty feet in *height* are surmounted by trees two hundred feet in *elevation*." In a passage of this kind it may be of little consequence whether a word is retained or changed; but for any purpose where precision is valuable it is nearly as bad to use two words in one sense as one word in two senses. Let us take some other examples. We read in the usual channels of information that "Mr. Gladstone has issued invitations for a full-dress Parliamentary *dinner*, and Lord Granville has issued invitations for a full-dress Parliamentary *banquet*." Again we read: "The Government proposes to divide the occupiers of land into four categories;" and almost immediately after we have "the second class comprehends . . . . ": so that we see the grand word *category* merely stands for *class*. Again: "This morning the *Czar* drove alone through the Thier-garten, and on his return received Field-Marshals Wrangel and Moltke, as well as many other general officers, and then gave audience to numerous visitors. Towards noon the *Emperor Alexander*, accompanied by the Russian Grand Dukes, paid a visit . . . . " "Mr. Ayrton, according to *Nature*, has accepted Dr. Hooker's explanation of the letter to Mr. Gladstone's secretary, at which the First Commissioner of Works took umbrage, so that the dispute is at an end." I may remark that Mr. Ayrton is identical with the First Commissioner of Works. A writer recently in a sketch of travels spoke of a "Turkish gentleman with his *innumerable* wives," and soon after said that she "never saw him address any of his *multifarious* wives." One of the illustrated periodicals gave a picture of an event in recent French history, entitled, "The National Guards Firing on the People." Here the change from *national* to *people* slightly conceals the strange contradiction of guardians firing on those whom they ought to guard.

Let us now take one example in which a word is repeated, but in a rather different sense: "The Grand Duke of Baden sat *next* to the Emperor William, the imperial Crown Prince of Germany sitting *next* to the Grand Duke. *Next* came the other princely personages." The word *next* is used in the last instance in not quite the same sense as in the former two instances; for all the princely personages could not sit in contact with the Crown Prince.

A class of examples may be found in which there is an obvious incongruity between two of the words which occur. Thus, "We are more than doubtful;" that is, we are *more than full* of doubts; this is obviously impossible. Then we read of "a man of more than doubtful sanity." Again we read of "a more than questionable statement;" this is I suppose a very harsh elliptical construction for such a sentence as "a statement to which we might apply an epithet more condemnatory than *questionable*." So also we read "a more unobjectionable character." Again: "Let the Second Chamber be composed of elected members, and their utility will be *more than halved*." To take the *half* of anything is to perform a definite operation, which is not susceptible of more or less. Again: "The singular and almost excessive impartiality and power of appreciation." It is impossible to conceive of *excessive impartiality*. Other recent examples of these impossible combinations are, "more faultless," "less indisputable." "The high antiquity of the narrative cannot reasonably be doubted, and almost as little its *ultimate* Apostolic *origin*." The ultimate origin, that is the *last beginning*, of anything seems a contradiction. The common phrase *bad health* seems of the same character; it is almost equivalent to *unsound soundness* or to *unprosperous prosperity*. In a passage already quoted, we read that the Czar "gave *audience* to numerous *visitors*," and in a similar manner a very distinguished lecturer speaks of making experiments "*visible* to a large *audience*." It would seem from the last instance that our language wants a word to denote a mass of people collected not so much to hear an address as to see what are called experiments. Perhaps if our savage forefathers had enjoyed the advantages of courses of scientific lectures, the vocabulary would be supplied with the missing word.

Talented is a vile barbarism which Coleridge indignantly denounced; there is no verb *to talent* from which such a participle could be deduced. Perhaps this imaginary word is not common at the present; though I am sorry to see from my notes that it still finds favor with classical scholars. It was used some time since by a well-known professor, just as he was about to emigrate to America; so it may have been merely evidence that he was rendering himself familiar with the language of his adopted country.

Ignore is a very popular and a very bad word. As there is no good authority for it, the meaning is naturally uncertain. It seems to fluctuate between *wilfully concealing* something and *unintentionally omitting* something, and this vagueness renders it a convenient tool for an unscrupulous orator or writer.

The word *lengthened* is often used instead of *long*. Thus we read that such and such an orator made a *lengthened* speech, when the intended meaning is that he made a *long* speech. The word *lengthened* has its appropriate meaning. Thus, after a ship has been built by the Admiralty, it is sometimes cut into two and a piece inserted: this operation, very reprehensible doubtless on financial grounds, is correctly described as *lengthening* the ship. It will be obvious on consideration that *lengthened* is not synonymous with *long*. *Protracted* and *prolonged* are also often used instead of *long*; though perhaps with less decided impropriety than *lengthened*.

A very common phrase with controversial writers is, "we *shrewdly* suspect." This is equivalent to, "we *acutely* suspect." The cleverness of the suspicion should, however, be attributed to the writers by other people and not by themselves.

The simple word *but* is often used when it is difficult to see any shade of opposition or contrast such as we naturally expect. Thus, we read: "There were several candidates, *but* the choice fell upon —— of Trinity College." Another account of the same transaction was expressed thus: "It was understood that there were several candidates; the election fell, *however*, upon —— of Trinity College.".

The word *mistaken* is curious as being constantly used in a sense directly contrary to that which, according to its formation, it ought to have. Thus: "He is often mistaken, but never trivial and insipid." "He is often mistaken" ought to mean that other people often mistake him; just as "he is often misunderstood" means that people often misunderstand him. But the writer of the above sentence intends to say that "He often makes mistakes." It would be well if we could get rid of this anomalous use of the word *mistaken*. I suppose that *wrong* or *erroneous* would always suffice. But I must admit that good writers do employ *mistaken* in the sense which seems contrary to analogy; for example, Dugald Stewart does so, and also a distinguished leading philosopher whose style shows decided traces of Dugald Stewart's influence.

(*To be continued.*)

Educational Opinion.

ADDRESS OF PRESIDENT NELLES AT VICTORIA UNIVERSITY CONVOCATION, COBOURG, WEDNESDAY, MAY 13th, 1885.

(Concluded from last issue.)

And so we must elect and specialize, as the fashion now is, and try not to know everything, but some few things well. I can remember when a Canadian university could venture to issue its Calendar with an announcement of a single professor for all the natural sciences, and with a laboratory something similar to an ordinary blacksmith shop, where the professor was his own assistant, and compelled to blow not only his own bellows, but his own trumpet as well. We can hardly be expected to go on in that style now. In a single line of special research a man like Franklin or Faraday may achieve wonders with very scanty appliances, but no man can do that in a college course, where he has to give full lectures to large classes in half a dozen distinct departments of science.

The obvious facts of the case, and even the very word University, seem to rebuke us for the appropriation of the name to anything else than a place where all sound means of discipline can be employed, and all forms of knowledge cultivated, with the best facilities of the age. Such a university we need for the Province of Ontario, and assuredly it cannot be said that we have such a university now. There is not one of those now in existence, not even the Provincial University, that is not complaining sorely, and with good reason, of the want of adequate resources, and the case is rendered the more embarrassing from the fact that, at a distance of a few hours' travel, the well-endowed universities of a foreign country present every attraction to draw away Canadian youth. Meantime the several universities which we have are so related to each other, and have inherited such a stubborn old quarrel between opposing systems, that, instead of working as allies, they are rather playing a game of reciprocal obstruction and enfeeblement. The evil has reached a point where it must be met, and the most feasible mode of meeting it is by some plan of consolidation, such as would secure for the country a stronger and worthier university than is possible under the present order of things. Due regard should be paid, and I trust will be paid, by our Legislature to all existing interests, and to the reasonable plea of those who contend for variety, for competition, and for religious instruction, in the work of education. Nor should we forget the immense debt of gratitude due to those religious bodies which provided in earlier days, and which still provide, a liberal education for the youth of the country. But if, with proper consideration for these things, and without doing violence to the great principles on which Victoria College was founded, we can aid in building up a proper national university, and can even help to supply some elements in which we have felt the University of Toronto to be deficient, and can moreover give the Methodist people the full advantages of this improved constitution, then I maintain that no sectarian divisions, no undue regard for local interests, no sentimental attachment to an old order of things for which the occasion has largely passed away—none of these things should induce us to block the way to a great public good by opposing in the Legislature the improvement of a national institution which we profess to uphold, and which, in a new country like ours, will at the very best fall short of the true ideal.

Repeatedly during the past thirty years the authorities of Victoria University and of the Methodist Church have labored to bring about some form of University Federation, but thus far without success. The present scheme has valuable features not embraced in any former plan, and seems to open the way, so far at least as Victoria is concerned, to a satisfactory settlement of this long-continued and injurious controversy. If I thought the scheme would be in any degree unfavorable to the great ends for which Victoria University was founded, then I for one would have nothing to do with the measure. But, as accepted by our Board of Regents on the 9th of January last, I find all reasonable security both for intellectual advantages and religious influences, with even greatly enlarged facilities for both the one and the other. The intellectual advantages are obvious enough, but as regards the religious advantages it must be evident to those who look carefully at the matter, that it affords an opportunity for supplying to our national university that religious teaching and influence on which the Church colleges have always laid so much stress, and the want of which they have deplored in Toronto University. I do not think that the Senate or the Executive officers of the Provincial University can be justly blamed for the secular character of that institution. They have done what they could consistently with the constitution imposed upon them by the Legislature. But now that the Senate and the Government propose to widen the basis by this scheme of federation, and to give the denominational colleges scope for adding religious subjects to the curriculum, with collegiate homes and discipline for the students, then if we have been honest in our former contention, why should we not rejoice at this liberal and Christian reconstruction of our Provincial University?

I have not agreed, and I do not now agree, with those who think that the higher education of this country should be purely secular. I plead for a national university, but such a university for a Christian people should somehow employ, both in its lecture-rooms, and in the personal character of its professors, the highest and most effective of all spiritual forces known among men—the power of the Christian faith; otherwise, with all her cold intellectualism, she will stand, like Niobe of old, through her irreverence and despair, at last hardened into stone, and holding not indeed the New Testament, but "an empty urn with her withered hands." It is a profound and eminently Christian saying of Dean Stanley's, that all high order of thought seeks to unite the secular learning and the sacred, while all thought of a low order seeks to separate them. Never was it more necessary than in our day to bear this great truth in mind, and to apply it in our national system of education. We have been struggling hard, and with only partial success, to keep the religious element in our public schools. Under the present Administration some further steps have been taken in the right direction. And now the federation of colleges affords an opportunity for the Churches to join hands in giving a more positive Christian character to our higher education, and apparently in the only way in which it can be fully done. Why should we let the opportunity pass? If we had no Provincial University, and the denominational colleges had university teaching, as a whole, in their own hands, the case would be greatly altered. But it is evident that a large part, and perhaps an increasingly large part, of this academic work is to be done by the Provincial University, and the question is whether the Methodist Church will do her share in the work or prefer an isolated and less influential position. I have tried to forecast the disastrous results to the Methodist Church which some of our friends prophesy from this scheme, and when I have summed them all up, and at the very worst, I can only find the following:—First, improved intellectual advantages for all the youth of the country, including, of course, the youth of the Methodist Church; secondly, the same religious safeguards which we possess at present; thirdly, a wider range of religious influence; fourthly, increased facilities for the theological training of our ministers; and lastly, all of these with a smaller or at least a more productive outlay of money on the part of our Church than is possible under any other arrangement.

It will easily be conceived that I have not arrived at my present convictions without much anxious thought, nor without a sense of personal responsibility as well as sacrifice of personal feeling. I had the honor of being one of the two students who first matriculated in Victoria University, in the year 1842, and I have had an

official relation to the institution since 1850. My life's best energies have been put forth in her venerable halls, and I will bear no part in doing injury or dishonor to the institution. But I am a Canadian as well as a Methodist, and I am a lover of all sound learning; and finding, as I believe, all important interests likely to be promoted by this scheme of academic federation, I am inclined to give it my support. The final acceptance of the scheme on our part must, of course, lie with the General Conference of the Methodist Church; but if the conditions demanded by our Board of Regents be fairly complied with, I shall regard it as a calamity to the country should the measure finally fail of going into effect.

SOCRATES AND HIS METHOD.

IN calling Socrates a teacher we put aside the conventional ideas with which we invest those who bear that character. He had no school or lecture hall, no course of study or text-books; he assigned no lessons and delivered no formal instruction. His habit was, early in the morning of every day, unless something prevented, to visit the public walks and gardens and the schools for youth; to go to the market-place and call at the booths and tables at the hour when they were most thronged; and, as the day wore on, to be seen in other places where the people most congregated. The Greeks were eminently social; the Athenians were a nation of talkers; and Socrates could, without giving offence, engage in conversation those whom he met in the various places that he visited. He talked with politicians, sophists, soldiers, mechanics, anybody and everybody. He sought out studious and ambitious youths, and strove to impart to them the Socratic impulse. His life was thus as public and social as possible. Naturally, there gathered around him a fluctuating body, consisting mostly of young men, who were called his disciples or scholars; but he called himself a learner, not a teacher, and never acknowledged that he had disciples. He made no pretension to wisdom; said that his only claim to superiority was his consciousness of ignorance; asserted that when the Delphian priestess called him the wisest of the wise she must have meant that he knew better than others his limitations and defects. Sir William Hamilton supposes that Socrates was the first to render familiar, if not to use, the term "philosopher." The word means, etymologically, a "lover or suitor of wisdom;" and was used by Socrates, as Hamilton supposes, in the spirit of genuine humility, and in ridicule of the arrogance of the Sophists. However this may be, the original sense of the word admirably describes Socrates' spirit and aspirations. He was the most unpretentious of men; at the same time the most thirsty for knowledge. He drew his illustrations from common things; Alcibiades says he was always talking about "smiths and tanners and shoemakers and asses with pack-saddles." From first to last, he denounced all teachers who taught for pay, and constantly refused to accept compensation for himself. He was a thoroughly religious man; while his thought was searching and daring his spirit was fervent, devout, and pious. Moreover, he asserted that he was attended by a "divine sign, a prophetic or supernatural voice" that historians call his *dæmon*, but Socrates himself never personifies it. In view of his self-denial, his unpaid labors, his claim of inspiration, his lofty character, and his noble martyrdom, it is not strange that historians should find a decided evangelical character in his life, and call him prophet, apostle, and preacher of righteousness.

His strongest credentials to intellectual greatness are the method of investigation that he invented, and the impulse that he gave to accurate thought. I say method that he *invented*; for no historian has been able to discover a master from whom he could have borrowed it. He was the prince of talkers, the matchless questioner and cross-examiner. He had a keen scent for pretension and shams, and his contests with men of that character are the most famous exercises of logical sword-play in literature. When he took in hand an Athenian sophist or demagogue, he began with asking, as though for information, a general question, which probably brought a general and sweeping answer. Perceiving at once that this answer was not in accordance with all the facts Socrates, in the same manner as before, asked a second question. This answer would be at variance with still other facts, and more or less inconsistent with the former answer. And so the discussion would go on, question and answer, question and answer, until the man of reputed wisdom fell enmeshed and strangled in a web of inconsistencies and contradictions that he himself had woven. Possibly Socrates would affirm nothing himself; his aim in these disputes being rather to expose error and sophistry than to establish truth. He kept truth steadily in view, however, and shunned mere love of victory. Still he followed his antagonist so persistently, and welded his *elenchus* with such effect, that the process combined the torture of both the rack and the thumbscrew. This assumption of ignorance and of a desire to be taught, on the part of Socrates, followed up by the exposure of the ignorance and shallowness of pretended wisdom on the part of an opponent, is the famous Socratic irony. With seekers after truth—those whom we would call disciples—his method was different only in one respect. but that an important one. He began with putting himself on a level with the learner; they began together as inquirers, asking and answering questions until the subject was thoroughly sifted. For example, Euthydemus, a conceited young man whom Socrates first met in a bridle-maker's shop near the Forum, was led, in a series of conversations, to appreciate his own ignorance; also to "conceive that he could by no other means become an estimable character than by associating with Socrates as much as possible. He, in consequence, never quitted him unless some necessary business obliged him to do so. He also imitated many of his habits." Xenophon tells us that "when Socrates saw that he was thus disposed, he no longer puzzled him with questions, but explained to him, in the simplest and clearest manner, what he thought that he ought to know, and what it would be best for him to study."* Sometimes Socrates developed his views affirmatively, but his ordinary method was to lead up to what he wished to teach by questions and answers. Thus with genuine learners, he was not the ironical disputant mailed in logic, but, to use the figure that he borrowed from his mother's trade, the friendly midwife, aiding them to give birth to their mental children.

It has been remarked, and with perfect truth, that the Greek philosophy was stronger on the negative than on the positive side. It was more analytical than synthetical; more destructive than constructive. This is true of Socrates. He was irresistible in showing what things are *not*. However, destruction must often precede construction; and this was eminently the case in Athens in the days of the Sophists. The Greek of that time, and of earlier times, treated subjects admirably from a poetic, or artistic, or rhetorical point of view; but scientific methods had not yet been invented. It is the great merit of Socrates that he ushered in the age of real science. Aristotle says that to Socrates must be assigned two novelties: inductive reasoning and the definition of general terms. Timon called him "the leader and originator of the accurate talker." It will be seen that his method, as a teacher, was the developing method; he strove to educe a correct understanding of things from the mind and the experience of the learner. He would begin: "What is justice?" "What is democracy?" "What is law?" The answer given would be tested by specific cases; the amended answer would be treated in the same way; and so on. Thus the ground would be narrowed, matter not belonging to the subject in hand would be cut away, and at the end the listener would find that his mind was cleared up, that the subject was elucidated, and that, if he had not found a right definition he had thrown away a wrong one. Moreover, he would be sent with a powerful impulse along the track of further inquiry.—*Paper read by Supt. Hinsdale before the Teachers' Reading Circle, Cleveland, Ohio.*

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* Memorabilia IV., ii., 40.

TORONTO:
THURSDAY, JUNE 4, 1885.

LET ENCOURAGEMENT AND SUPPORT BE GIVEN!

ALTHOUGH University College is a non-sectarian institution, religious life and character are as much distinctive features of it, as they are of any college in the country. Their growth there is firm; and their quality is real, being the result of individual earnestness. There is no official distinction between professors and students in their pursuit of those things which make for righteousness. It is a voluntary effort.

The denominational colleges, which now have such intimate relationships with University College, assist largely in giving a Christian tone to the influences which obtain in the place. But the students themselves are the main factors of the public opinion of the college. Their self-undertaken labors in behalf of Christian faith and doctrine, and the production of Christian character, have been most fruitful of good.

Among the outcomes of this academic voluntaryism is the Young Men's Christian Association of the college. Started twelve years ago, it has outgrown all the available room the college buildings proper are able to give it. Its influence has increased with its numerical growth, and easily vindicates the character of the college when this is assailed as "godless."

The Association proposes to erect a suitable structure for its own use. The Senate of the University has granted a site. The sum required is $6,000. Of that sum the students themselves have subscribed $700, and they intend to make their contribution a round thousand. In all there has been subscribed already $3,-300. The remainder, $2,700, is urgently needed. And we trust it will be speedily raised. The committee, we believe, have determined to go on with the building if only $4,000 is raised.

We are quite sure that no less sum than $6,000 will be sufficient for the erection of a building in proper keeping with the surroundings. It would be much to be regretted if another architectural atrocity should be permitted within the precincts of the University grounds. Even the noble pile of the University itself has not been spared the desecration of cheap improvements: witness the ugly chimney behind, and the still uglier square galvanized-iron escape-pipes that mar the whole façade. There should be a stop put to further offences against artistic propriety. Let the new Association Hall be worthy of its place, and in harmony with the architecture of the main edifice. If the committee be not in too much haste, and work with an earnest belief in the necessity of comeliness and with due respect for the fitness of things, they will not fail to succeed.

The city of Toronto is now being canvassed by the young men of the Association; but this is an object worthy of the support of *all* graduates. To aid, so far as we can, the committee in their work we append their circular letter, and invite all graduates to send in contributions. Any sums that may be sent to us we shall be most happy to acknowledge and to hand to the proper authorities.

UNIVERSITY COLLEGE,
Toronto, April, 1885.

DEAR SIR,—From the prominence the project has received during the past months you are no doubt not unacquainted with our attempt to erect a Y. M. C. A. building on University Grounds.

This association was organized in 1873. From that date to the present day its growth has been stunted, and its usefulness greatly impaired by the lack of suitable rooms.

We hope to erect a building during the coming vacation, and for that purpose we are appealing to the alumni and friends of University College. In support of this appeal we submit the following considerations:—

1. The want of distinctively religious teaching in the college itself makes it the more important that such an association as ours should be rendered as efficient as possible.

2. Moss Hall, the only place at our disposal, is inadequate and unsuitable for our use.

3. Our religious meetings are disturbed by the unavoidable noise in the gymnasium.

4. Such a building as we propose will become the centre of religious life and work in University College.

5. Having this rallying point our members will become far more united and active.

6. A Reading Room will be furnished and social Christian gatherings will be held in our rooms. At present no provision can be made for such gatherings, nor can any hearty welcome be extended to the men of the first year, by our association.

7. Our proposed building will be a standing reply to the accusation of godlessness which has so often been made against Toronto University.

In fine, prominence will be given to the association in its work and its influence will be largely increased. Our plan meets with the heartiest approbation of the President of the College, and the Chancellor and Vice-Chancellor of the University. The Senate have shown their approval of it by granting us a most desirable site, and we feel assured it will commend itself to you. To accomplish our end we require at least $6,000, of which one-half has already been subscribed.

We appeal for your aid. The sums promised, we look for towards the close of May, but in order to complete arrangements for building, we hope you will kindly inform us now to what extent you can help us.

I remain, your obedient servant,
A. J. MCLEOD,
Pres. Y. M. C. A.

BOOK REVIEW.

Egypt and Babylon, from Sacred and Profane Sources. By Canon Rawlinson. New York: Charles Scribner & Sons.

OF all the books written on Egypt and Babylon none is better fitted to instruct Bible readers than Canon Rawlinson's volume. All the references to these ancient seats of empire and civilization contained in the Old Testament are carefully examined and compared with information concerning them derivable from various records written at the time of the events described or some time thereafter. To shew that the memory of the tower of Babel, referred to in the Book of Genesis, descended to succeeding generations, he quotes the words of two Greek writers who obtained their information from Babylonian sources, and whose accounts very closely agree with Bible narrative. "Alexander Polyhistor said, that, 'Once upon a time, when the whole race of mankind were of one language, a certain number of them set to work to build a great tower, thinking to climb up to heaven; but God caused a wind to blow, and cast the tower down, at the same time giving to every man his own peculiar speech. On which account the city was called Babylon.' Abydenus, a somewhat later historian, treated the subject at greater length. 'At this time,' he said, 'the ancient race of men were so puffed up with their strength and tallness of stature, that they began to despise and contemn the gods, and labored to erect that very lofty tower, which is now called Babylon, intending thereby to scale heaven. But when the building approached the sky, behold, the gods called in the aid of the winds, and by their help overthrew the tower, and cast it to the ground. The name of the ruins is still called Babel; because, until this time all men had used the same speech, but now there was sent upon them a confusion of many and diverse tongues.'"

These passages have long been known, and have been adduced as probable evidence that the native Babylonian records contained a notice respecting the tower of Babel and the confusion of human speech. But it is only recently that such a record has been unearthed. Among the clay tablets brought from Babylonia by Mr. George Smith, and deposited in the British Museum, is one, unfortunately much mutilated, which seems clearly to have contained the Babylonian account of the matter. The main portions of this document are as follows:—

"Babylon corruptly to sin went, and
Small and great were mingled on the mound;
Babylon corruptly to sin went, and
Small and great were mingled on the mound.

* * * * * *

"Their work all day they builded;
But to their stronghold in the night
Entirely an end God made.

In his anger also his secret counsel He poured forth,
He set His face to scatter;
He gave command to make strange their speech;
Their progress he impeded.

* * * * *

"In that day He blew, and for (all) future time
The mountain (was demolished?);
Lawlessness stalked forth abroad;
And, though God spake to them,
Men went *their* ways, and strenuously
Opposed themselves to God.
He saw, and to the earth came down;
No stop He made, whilst they
Against the gods revolted. . . .

* * * * *

"Greatly they wept for Babylon;
Greatly they wept."

This extract is rather lengthy, but as it gives the intelligent reader a fair specimen of the book, it was considered best to quote the entire passage.

The section of the work which treats of Egyptian antiquities is equally interesting and satisfactory, for it shews that the facts referred to in Scripture are noticed by secular historians. Several writers maintain that the Pharaoh of the days of Joseph could not be one of the Hyksos dynasty, or shepherd kings, because of the antipathy of the Egyptians of the time to herdsmen. Of this objection Mr. Rawlinson satisfactorily disposes as follows:—"The general answer to this objection seems to be that, as so often happens when a race of superior is overpowered by one of inferior civilization, the conquerors rapidly assimilated themselves in most respects to the conquered, affected their customs, and even to some extent adopted their prejudices. M. Chabas remarks that the Hyksos, or shepherd kings, after a time became 'Egyptianized.'"

The author says that "Apepi," the Pharaoh of Joseph, "according to the MS. known as 'the first Sallier papyrus,' made a great movement in Lower Egypt in favor of Monotheism. . . . . Apepi 'took to himself' a single god 'for lord, refusing to serve any other god in the whole land.' According to the Egyptian writer of the MS., the name under which he worshipped his god was 'Sutech,' . . . . the special deity of the Hittite nation, with which there is reason to believe that the shepherd kings were closely connected." The Rev. Professor John Campbell, of the Presbyterian College, Montreal, in a paper in the *British and Foreign Evangelic Review* of April, 1880, identifies Apepi with Jabes, referred to in 1 Chron. iv., 9, 10, whom he regards as a descendant of Lot, and whose genealogy for some generations is recorded among the descendants of Judah, probably on account of some connection formed by an ancestor with that tribe. Mr. Campbell finds reason to believe that Othoes, his father, having been assassinated by his guards before he was born, Zobebah, "his mother, called his name Jabez, saying, because I have him with sorrow." He supposes that "he was but a child when Joseph stood before him, and afterwards became, as he himself said to his brethren, 'a father to Pharaoh.' It was this lad, in whom the honesty and simplicity of youth had not yet been contaminated by the evils of an idolatrous and licentious court, who, taught by the heaven-sent Hebrew captive, became more honorable than his brethren, and called on the God of Israel," *El Shaddai*; Egyptian, *Sutech*; Greek, *Zeus*; Latin, *Deus*: French, *Dieu*; Gaelic, *Dia*.

Canon Rawlinson has written an admirable book which every Bible student should procure if possible, and read with care. Indeed no one possessing it can fail to read it with pleasure and profit. It is not a dry dissertation on antiquities, but a treatise composed in a popular and readable style.

D. B. C.

BOOKS RECEIVED.

The University of Colorado Calendar for 1885-6.

Supplement to the Report of Superintendent of Instruction of the Public Schools of Cleveland, O. For the school year of 1883-1884. Addresses by Superintendent Hinsdale.

Johonnot, James; *The Sentence and Word Book: a Guide to Writing, Spelling, and Composition by the Word and Sentence Methods.* New York: D. Appleton & Co. From the publishers.

Table Talk.

By arrangement with Mr. Longfellow's publishers, E. P. Dutton & Co. will issue for the coming season an illustrated edition of "The Village Blacksmith."

Some little pamphlets of humorous and dramatic recitations, suitable for school and parlor entertainments, are being issued by Eugene J. Hall, of Chicago. The price is ten cents each, and they contain much that is commendable.

General Gordon's Diaries will soon be published simultaneously by Messrs. Kegan Paul & Co., of London, and Houghton, Mifflin & Co., of Boston. The volume, which is edited by Egmont Hake, a cousin of the murdered General, includes letters from General Stewart and the Mahdi, together with other important documents and maps.

A large folding map of Afghanistan, edited by Gustave Freytag (Vienna: Hartleben; New York: Westermann), is to be recommended as displaying very clearly the disputed territory on the northern border. Moreover, the paper covers have been utilized for giving very pleasing wood-cut views of Kabul, Kandahar, the Bolan Pass, the Soliman Mountains, etc.

An illustrated lexicon of Africa about to be published in Leipzig is another proof of the German interest in that continent. It will aim to give an account of all the more important works on Africa, both ancient and modern, together with the various explorations of the country, as well as the character of the climate, the soil, the fauna and flora, the productions and commerce of the different sections.

Dodd, Mead & Co. have published two volumes of "Tales from Many Sources," the tales being short and the sources (so far) all foreign. Mr. Ansley's "Black Poodle" is one of the six in volume i., and Thomas Hardy, R. L. Stevenson, W. E. Norris, Julian Sturgis, and *Blackwood* furnish the rest. In the second volume, Ouida, Charles Reade, and Hesba Stretton figure with other less-known writers.

Nobody in all probability is more astonished than Lord Malmesbury himself at the unexpected pecuniary success of his Memoirs. The book was originally set up in type at his own expense, and six months since he would gladly have sold the venture outright for £50. As it is, the net profits already exceed £2,000; the first French edition is nearly exhausted, and even Mr. Tauchnitz has paid handsomely for the right of reproduction. The author seems to have dictated the whole work to a shorthand writer, and this accounts for the curious errors in the spelling of proper names which crept into the earlier editions. Lord Malmesbury will probably shortly issue an additional volume bringing his narrative down to the death of Lord Beaconsfield; and in the interests of posterity and contemporary history making, he still writes up his diary every day with praiseworthy diligence.—*The London World.*

The *Nation* says of Mr. Lawrence Hutton's *Literary Landmarks of London*:—He would be a venturesome critic who, on this side of the Atlantic, should dare dispute an author's statement of facts which have been largely made from personal examination of the places described. The work, indeed, bears throughout abundant evidences of the most conscientious and painstaking labor. Wherever we have been able to test its accuracy on the matters which it professes to treat, it has invariably stood the trial, and it is crowded full of details which will be new to all students interested in the homes and haunts of great men. One or two slight errors we have noted, but as they are not connected with the matter of residence it is unnecessary to mention them. The work will be an invaluable one to all those who visit the English metropolis, and seek to find there the spots which are associated in their minds with the memories of the great writers of our tongue.

The revised version of the Old Testament, which has just been published in London, has not been awaited by the religious world with any such eager interest as that which attended the appearance of the new version of the remainder of the Bible four years ago. A mild curiosity has been felt as to the character of the changes which the revisers would introduce in the common version, and the summary which is cabled justifies this attitude. Such a summary, of course, furnishes no basis for careful criticism. The impression which it makes is, that the revisers have done their work with a proper respect for the great achievement of those men who nearly three centuries ago made a translation which has stood the test of time better than any other like literary achievement. Some familiar passages take on a new face. "Thou shalt not kill" is transformed into "Thou shalt do do no murder"; the oft-quoted desire of Job, "that mine adversary had written a book," conveys a very different idea when made to read, "that I had the indictment which my adversary hath written"; while the expression "vanity and vexation of spirit" loses its old significance when changed to "vanity and a striving after wind." The "friends of eternal punishment," as somebody has described the champions of the Calvinistic theology, will hardly relish the replacing of "hell" by "sheol," "the grave," and "the pit." The form of arrangement has been much changed and distinctly improved, by a more rational division into paragraphs; by the use, when desirable, of the dialogue form, and by the printing of the Psalms and kindred portions of the volume in poetical form.—*The Nation.*

Special Papers.

ENGLISH LITERATURE FOR ENTRANCE TO HIGH SCHOOLS.

VIII.

INCIDENT AT BRUGES.

When the poem has been carefully perused and summarized, its subject may be considered. "What was the incident?" "The singing of a song," some one will answer. "Is the singing of a song always to be considered an incident?" "What causes us to remember a song?" "Do we easily forget the last hymn of a loved friend?" "Were there any such associations in connection with this song?" "Why then was it remarkable?" "What effect had it on the hearers?" "What caused this effect?" "What sort of song was it?" "In what sort of place was it sung?" "Would you expect such a song to be sung in such circumstances?" "Is the singing of the song the whole incident?" "Does a *measure fit for some gay throng* generally cause *a soft trickling tear?*"

The contrast between the song and tear having been duly noted by every pupil, some time may be devoted to the way the incident is described. There are few poems in our language that afford a better example of the power of *antithesis* or—better for a junior class—*contrast*. It may be well to let the pupils know that there are several *contrasts* in the piece, and ask them to look for them and notice their effect. Perhaps it will be in place to ask the girls if the best way to determine the exact shade of yarn or Berlin wool is not to compare or "match" it with other samples. The boys will be able to decide what colored paint is most used for painting the name on a white signboard. The reason for the answers will show the advantage of comparison in describing anything. In examining the work and method of each stanza, some such plan of questioning may be adopted as follows:—

Stanza i.—"Where did the incident take place?" "What sort of city was Bruges then?" "Is there anything in second verse to show that the city had ever been different?" "Which is the more lonely, the deserted street of a large city or a road through the country?" "Does the contrast between past and present cause us to think Bruges even more lonely?" "What is the poet's aim in using *without hurry, noiseless feet, grass-grown pavement?*" "Why does he wish to draw special attention to the deserted state of the city?" "The city itself is deserted: in what part of the deserted city is the song heard?" "Is a secluded, shady spot, the place where you would expect to hear a song?" "How did the person singing play the prelude?" "What about the voice?"

Stanza ii.—"What was the character of the song?" "Sad?" "Notice the contrast indicated by *though*." "When did the song seem doubly dear?" "Is this generally the case?" "Is there a contrast in *sad and sweet?*" "How did the *English* words create a feeling of sadness?" "Is *English* the language of a free people?"

Stanza iii.—"Why does Wordsworth contrast *the pinnacle and spire quivering with innocuous fire* with the shadows where *the setting sun showed little of his state?*" "Why are we told that if the sun's rays *reached the nun* they passed through an *iron grate?*"

Stanza iv.—"Does a *passing stranger* generally pity *them who do not mourn?*" "Are we not to weep with those that weep, and rejoice with those that rejoice?" "Has any one ever seen a little child prattling around the coffin of its mother?" "Is it sad to see people in blissful ignorance, unconscious that great happiness may be obtained even on earth by the earnest and the true?" "Does the nun think she is captive?*"

Stanza v.—The maiden possessed of liberty is described as doing what, in contrast to the maiden in her *narrow room* singing so joyously?

While these and similar questions have been being asked, the thoughts and scenes described should have received some attention. The quiet scene of stanza i.; the effect in stanza ii. of *English* words when heard in a strange land; the *pinnacle and spire*, in stanza iii., *quivering* in the sunlight; the opportunities of *opening life* in stanza iv.; and the *feeling* that, in stanza v., is said to be *sanctified* by the grief of another considered as purer and holier than the poet; and *the beauty and the bliss of English liberty;* all afford§ opportunities of developing the tastes and morals of the class.

The following words may be useful in explaining *Bruges whence busy life hath fled:*

"Bruges derives its name from its many bridges, all opening in the middle to admit of the passage of vessels. The city is surrounded by walls pierced for seven gates. The streets have a venerable and picturesque appearance, but they are greatly deserted, the population of the city being scarcely a quarter of what it was during the middle ages. Population (1873) 48,113, of whom nearly a third are paupers. In the beginning of the 13th century it was the central mart of the Hanseatic League; and in the following century it may be said to have become the metropolis of the world's commerce. Commercial agents from seventeen different kingdoms and no less than twenty ministers from foreign courts had mansions within its walls. Its population at that time amounted to nearly 200,000. In 1488 the citizens rose in insurrection against the Archduke Maximilian. Many of the traders and manufacturers were, when the rebellion had been suppressed, driven forth from their own country, and settled in England. In 1815 B. became a part of the United Netherlands, and in 1830 of the Belgian Monarchy."

According to promise a sketch of the author's life is here given:

WILLIAM WORDSWORTH.

William Wordsworth was born in 1770 at Cockermouth in Cumberland. His father died in 1783, leaving the family in rather straitened circumstances. In 1787 W. entered St. John's College, Cambridge, where he remained four years, paying, like many another poet, much attention to poetry and comparatively little to his regular studies. In his vacation in 1790 he made a pedestrian tour through France, and thither he returned after leaving college. At this time he was a strong friend of the revolutionary movement in France, and associated himself with the party of the Gironde so closely that, had not circumstances called him to England a short time before the overthrow of the party, he might have suffered on the scaffold. In 1793 he published *An Evening Walk* which was not well received. At this time his position was one of much perplexity. He had no inclination to take orders in the Church to which his friends advised him, being ambitious to write poetry, which, unfortunately, when written did not bring the financial reward he thought it deserved. Just at the darkest point of this perplexity he received a legacy of £800, which relieved his necessities and took away anxiety as to the immediate future. He now moved to the south of England to be near Coleridge for whom he entertained a strong affection. After a trip to Germany he returned to his native county. In 1814 he published his great poem *The Excursion* which added to his reputation increasing slowly with his *Lyrical Ballads* (1802) and his *Poems in Two Volumes* (1807). His poetry was much ridiculed, often deservedly, but its merits gradually rendered necessary a general assent to its greatness. In 1843 he became Laureate, and died with dignity and worthily of a poet in 1850. Besides the works mentioned there

* Compare the beginning of Wordsworth's sonnet:—

"Nuns fret not at their convent's narrow room;
And hermits are contented with their cells,
And students with their pensive citadels:
Maids at the wheel, the weaver at his loom,
Sit blithe and happy . . . .
. . . .
In truth, the prison unto which we doom
Ourselves, no prison is."

§ "Europe is yet in bonds; but let that pass
Thought for another moment. Thou art free,
My country! and 'tis joy and pride
For one hour's perfect bliss, to tread the grass
Of England once again, and hear and see,
With such a dear companion at my side."
[From a Sonnet by Wordsworth.]

appeared *The White Doe of Rylstone* (1815), *Ecclesiastical Sonnets* and *Memorials of a Tour on the Continent* (1822). *Yarrow Revisited and Other Poems* (1835). "With the charm of natural simplicity of manner common to him with these his predecessors (Cowper and Burns) W. combined a depth of philosophic meditation peculiarly his own; there was born with him, moreover, a passionate susceptibility to effects of beauty in the material world, such as few men can ever have been gifted with, and out of these blended elements arose that mystical communion with Nature which pervades the whole body of his poetry, and constitutes his highest claim to originality." This is not the place to discuss the correctness of his views concerning poetry. Limited space allows only the insertion of a few verses from a sonnet of Coleridge dedicated to Wordsworth.

"But, thou mighty Seer!
'Tis thine to celebrate the thoughts that make
The life of souls, the truth for whose sweet sake
We to ourselves and to our God are dear.
Of Nature's inner shrine thou art the priest,
Where most she works when we perceive her least.

IX.

THE life of Whittier and that of Bryant are here briefly sketched in connection with

THE SHIPBUILDERS and AUTUMN WOODS.

JOHN GREENLEAF WHITTIER.

Whittier, of mixed Puritan and Quaker blood, was born in 1807, near Haverhill, Mass. In his youth he enjoyed few of the advantages that are now so common even in Canada. "There was little to read but the Bible, 'Pilgrim's Progress,' and the weekly newspaper, no schooling but in the district school-house. Yet the boy's poetic fancy and native sense of rhythm were not inert. He listened eagerly to the provincial legends and traditions recounted by his elders at the fireside, and he began to put his thoughts in numbers at the earliest possible age." A copy of Burns' poems that fell into his hands is said to have acted as a stimulus to his poetic genius. Being ambitious he was not long content with his ordinary tools, the farmer's plough and the shoemaker's awl, and at the age of eighteen once more began to attend school. Two years were spent at Haverhill Academy, and when he was only 21 he was appointed editor of *The American Manufacturer*. In this capacity he was so successful that in 1830 he received the same position on The New England Review. In 1831 Garrison started *The Liberator* in the interests of the abolition movement, and Whittier was a frequent contributor of prose and verse to its columns. In 1835, some time after his retirement to his farm from the editorial chair of the *Review* he was elected to the Massachusetts Legislature, and in 1836 his efforts in the cause of abolition were recognized in his appointment to the secretaryship of the Anti-Slavery Soci-ty and the editorial chair of the *Pennsylvania Freeman* published in Philadelphia. His work in the anti-slavery cause brought him into greater disrepute, disgrace and even danger than we are nowadays able to understand. He was several times exposed to the mercy of a mob, and in Philadelphia his office was wrecked by the maddened populace who recognized in him one of the chief leaders in the hated movement. "He now doomed himself to years of retardation and disfavor, and had no reason to foresee the honors they would bring in the end. What he tells is the truth: 'For twenty years my name would have injured the circulation of any of the literary or political journals in the country.'" It has been said of him that of all poets he "has from first to last done most for the abolition of slavery." Bryant says that he made himself the champion of the slave "when to say aught against the national cause was to draw upon one's self the bitterest hatred, loathing and contempt of the great majority of men throughout the land." In 1840 he changed his residence from Philadelphia to Amesburg, Mass., where he acted as correspondent of the National Era and kept sending out his prose and verse every day with less bitter opposition.

The most noted of his political works are Voices of Freedom (1836); Collected Poems (1850); Songs of Labor (1851); Home Ballads (1859); Snow Bound and Maud Müller (1866); Tent on the Beach (1867).

To criticize his poetry is beyond the scope of this sketch. It is sufficient to say that his early work owing to the rapidity with which it was dashed off, and to the fact that it was written merely to accomplish a temporary purpose has already lost much of its interest though, of course, some of it as *Massachusetts to Virginia* will never be forgotten. His poetry since the war has been marked by greater care, and is therefore more chaste and polished in language, of gentler flow and more perfect execution. Many of his later poems are marked by a transcendentalism much akin to that of Emerson, his *Questions of Life* will repay perusal even if its mode of treatment does not always seem poetical. The great faith of the poet in inherent goodness or "inward light," his love for all mankind, his outspoken words against all show, his love of country and of nature are a characteristic of the Society to which he belongs though possessed by him to a degree possible only in a great poet.

WILLIAM CULLEN BRYANT.

Bryant was born in Hampshire, Mass., 1794. Like another great poet, he "lisped the numbers for the numbers came" at a very early age. At ten he translated passages from the Latin poets; at thirteen he wrote *The Embargo*, a political poem, and at eighteen he composed "*Thanatopsis*," the poem by which he is best known. At the age of twenty-one he was admitted to the bar. After practising in his profession ten years, he established *The New York Review*, and in 1826 he became principal editor of *The Evening Post*, which he conducted till the time of his death. In 1832 he published the first collected edition of his poems, in 1842 was published *The Fountain and other poems*. He visited Europe several times and published *Letters of a Traveller in Europe and America*. His translation of *Iliad* appeared in 1869, and his *Odyssey* in 1871.

Bryant is by many considered the greatest American poet, though he is not the most popular. He is often called the American *Wordsworth* because of his strong love for nature and nature's God. A writer in a late review speaks as follows:—

"His poetry is as free as the woods. He is a true son of the forest. No tree or shrub or bit of clay escapes him. In liquid numbers that roll trippingly from the tongue, or in that deep sounding blank verse which he has almost made his own, he tells of the marvellous works of nature. Where shall we find a more rounded and perfect poem than the inscription for the entrance to a wood? You leave behind you care and sorrow and misery, and in this calm retreat find a panacea for all your trouble."

. . . .

"Till we have read Bryant we know little of the beauties of nature. We scarcely know anything of the grand old woods, of the birds, of the blossoms and the brooks. He sees poetry in the tall grasses, songs in the tiniest flowerets, hymns in the swirling winds, and soft music in the trees."

. . . .

"In all his songs of nature, Bryant is ever the same charming teacher. Whether he tells of spring and the budding plants of summer, whose woodlands sing and waters shout of the autumn and its melancholy days or of winter with its storms and sullen threat he is as natural in each as he is in them all. Nature is his domain and to describe her wondrous works is his prerogative."

AN INCIDENT AT RATISBON.

These five stanzas contain a natural and very vivid description of an incident that will stir the heart of each student with admiration. The bravery and self-control of the soldier-boy in the discharge of his duty, and the joy expressed by his dying smile because of the performance of his daring task are so well described that even more mature minds than those of public school pupils will be affected. It will be noticed

that the anxiety of Napoleon is first described, then the appearance of the messenger and his respectful soldier-like bearing even in intense pain, afterwards the proud message with its effect on Napoleon, and then the gallant death of the boy. No boy will hesitate in saying that the conduct of the boy was sufficiently noble and beautiful to be treated of in poetry. The poem will afford the teacher a good text to illustrate the beauty and loveliness of perfect devotion to duty, and the happiness that comes to those that act well their part.

In considering the poem, the class should decide whether Napoleon's position, the arrival of the messenger, etc., are natural or true to life. The dashing, hurried character of the metre, aided by the occasional carrying of the sense beyond the end of a line, and the short, abrupt sentences might be noticed. The third stanza is a good example of sustained interest excited at the beginning and increasing in vigor till, like a long-watched billow of our lakes, it breaks upon us at the close.

The following notes may perhaps prove useful:

Ratisbon, generally known as Regensburg, is situated on the right bank of the Danube, 65 miles north-northeast of Munich. It is a very ancient city and till 1806 was the seat of the German Diet. In the Napoleonic wars it underwent various changes of fortune but it was finally ceded to Bavaria of which it has since formed an integral part.

Lannes, Jean, Duke of Montebello, a marshal of the French Empire, was born, 1769. In 1800 he won the battle of Montebello and from his victory received his title. He took part in the battle of Marengo, commanded the left wing at Austerlitz, and the centre at Jena. After a campaign in Spain, he served on the Danube in 1809, and was in command of the centre at Aspern where both his legs were carried away by a cannon shot. Nine days afterwards he died at Vienna.

Flag-bird flap his vans. The word *van* is here used in its strict sense of *wing*. The *flag-bird* is of course the eagle. Notice the alliteration in this and other verses.

Mother eagle's eye. Why is the *eagle's* eye spoken of? Why not the *crow's* or the *pigeon's?*

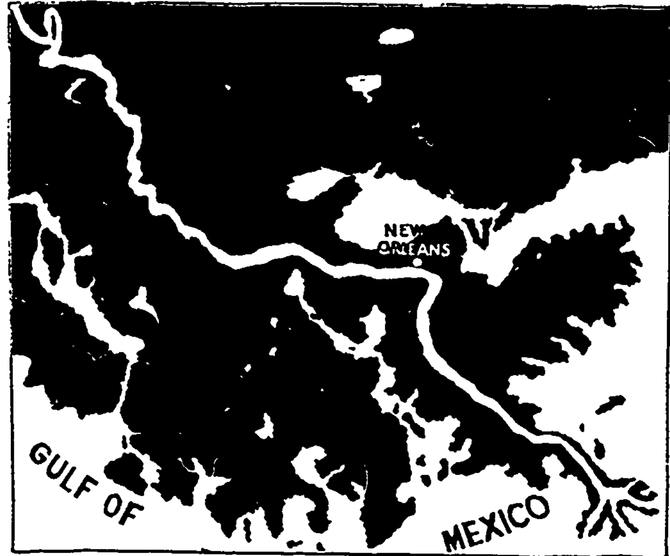
ROBERT BROWNING.

Browning was born near London in 1812. He was educated at London University. In 1836 he published his drama of *Paracelsus*, and in 1837 *Strafford*, which was not successful when brought upon the stage. In 1855 appeared *Men and Women*, a work concerning which there is much difference of opinion, though it is now considered that several of its poems are unequalled for depth of thought, and for analysis of the human mind and passions. His great fault is obscurity, which prevents his writings from becoming popular in the strict sense of the word. His more recent poems are *The Ring and the Book*, *The Inn Album*, and *Aristophanes' Apology*.

W. H. Huston.

RIVER LIFE.

In our last paper we had mapped out in imagination the primary river-systems, starting from the three great watersheds, the Laurentians, the Alleghanies, and the Rockies. Of these river-systems we shall confine our attention to but two, the St. Lawrence and the Mississippi. The first streams that flowed down the sides of the old granite hills must have been clear and sparkling, partaking of the cleanliness so common to the regions of Archean rocks. The waters gnawed out some portions of the rock however, and washed down the fine quartz sand from above and tiny specks from the limestone below into the valleys, until sufficient soil had accumulated to sustain vegetation. When vegetation had once obtained a foothold the soil increased quite rapidly both in quantity and quality, rich black vegetable mold mixing with and being deposited upon the clay beneath. Thus year in year out, for century after century, the waters washed down the hill sides and spread the rich earth upon the southern shores of the Laurentians, laying the fertile deposits that now produce the crops of Ontario and Quebec. As the soil increased the length of the rivers necessarily increased, and the piling up of the banks restrained the streams to narrow and more definite shape. The great cap of ice that in former years moved across this portion of the continent and ground away the softer portions of the rocks, was doubtless the instrument that gouged out the great basins of the lakes, and perhaps also the smaller basins of the little lakes that fill the country to our north. The directions of the rivers of the St. Lawrence system are, and have long been, definitely fixed—they have followed the rocky channels made for them, and the hardness of the rock has restrained them in their tendency to spread and change. The Mississippi, on the other hand, has made its own channels; the united waters from the east and west were by the general slope of the country turned south. The soil washed down was spread over the broad shallow stretch between the two mountain ranges. Gradually the sea was closed out, and the central portion of what is now the States was converted into a broad marsh, wherein coal, salt, petroleum and other substances were laid down in beds and stored away in large quantities. The washings from the mountains continued to be brought down and to be swept south into the great gulf; the rank growth of vegetation of the swamps decayed and built up a



solid soil, and thus, slowly but surely, the work proceeded of filling up what is now the broad level plain stretching from the Rockies to the Alleghanies. As the river extended farther and farther south it received new tributaries from either side, and its system became more and more extended. And at the present day the same work proceeds, the dirty rivers still wash down their detritus into the Mississippi, piling it up along its banks, or breaking through and laying a new layer of rich soil over the flooded fields for miles and miles, or else between the high artificial embankments, sweeping on its load of dirt and sediment into the Gulf of Mexico. It has been calculated that 150,000,000 tons of solid matter are thus annually poured into the Gulf of Mexico. The Mississippi flows through a land of its own making, a land rich, fertile, very extensive in area, and comparatively level in surface. The rivers are all long, winding, muddy, and very changeable in their course. All this can be di-

rectly traced to the manner of their formation.

Let us now return to the St. Lawrence, of whose beauty and clearness we are so proud. The clear water of the St. Lawrence owes its transparency to its clean rocky shores, its Archean mountain sources, and especially to its filtering basins. The Missouri river is one of the most fickle and treacherous of streams: flowing through a prairie region of loose black earth, it eats its way into the banks, sweeps away opposing hills of dirt, and changes its course even by the intervention of some large projecting tree-roots. But streams of rocky beds are more noted for their conservative tendencies and their variety of scenery. The broadening of the valley forms the little lakes that are such a peculiar characteristic of the St. Lawrence system. These lakes are the filtering basins of the rivers. The river enters at the upper end with its bed of sediment, dirt, sand, gravel, boulders; as it passes through the lake, having more room for its movement, it slackens up its speed, drops its load to the bottom, purifies itself, and issues forth at the lower end, clear and sparkling. The lakes are thus the wash-basins of our streams. At Montreal, however, the dark murky waters of the Ottawa flow into the clear waters of the St. Lawrence, and on for some distance they flow side by side, a stream within a stream, somewhat like the Gulf Stream in the ocean. One reason for the non-mingling of the waters is the angle at which they meet; bodies moving in circuitous lines tend to preserve their direction of motion. Soon, however, the streams unite, others flow in from north and south, and the broad mouth of the river widens into the broader gulf. Some detritus has been carried down, but the flow and ebb of the tide washes away the dirt, piling it along the shore or bearing it away to the gulf and ocean, thus preventing the formation of bars or deltas. The tide thus rinses out the mouth of the river, and is a faithful and useful sanitary officer. We doubt if any other river in the world is so well cared for by nature as our clean, pure, beautiful St. Lawrence. Now let us look at the Mississippi mouth, and see whether it would not be the better off for a thorough rinsing at the hands of the ocean. Contrast the delta of the Mississippi with the mouth of the St. Lawrence—in the former case the land runs out its dirty, filthy tongue into the sea, in the other the rocky mouth stands wide open, ever waiting for the periodical cleansing of the ocean-tides. The rocky shores of the St. Lawrence mouth are the recruiting-grounds of health; the swampy sewer-mouths at the Mississippi delta are recruiting-grounds of yellow fever.

Chas. G. James

The Public School.

DICTATION EXERCISES.

DICTATION exercises should be short and adapted to the needs of the pupils. Some exercises should contain words requiring the use of capital letters, some the use of abbreviations, some marks of punctuation, some forms of notes, bills, invitations, letters, etc. Every teacher in the lower grades of the grammar and all grades of the primary schools should prepare a large number of such exercises. If selected at hap-hazard or "on the spur of the moment," the teacher will almost certainly fail of adapting them to the wants of her pupils.

Dictate to the class one of these exercises every day. The pupils will write it upon their slates as the teacher dictates. This being done, the teacher writes it correctly upon the board, and the pupils note and correct their own mistakes. If the teacher prefers, the pupils may exchange slates, and each mark the mistakes of his neighbor.

In the lower primary classes these exercises should comprise only one sentence; but in the highest primary, and in all the grades of the grammar school a succession of sentences should be dictated, in order that the pupils may learn to break them at the proper places, and use the proper marks of punctuation. If the teachers in the higher grades find this work too difficult at first, they should confine themselves to exercises containing only *two* sentences until the pupils can with ease write them correctly.

Notes of invitation, letters, bills, etc., should be dictated in order that pupils may be taught the best forms to be used, but it will not always be necessary to dictate them *in full*. The opening, including date and address, together with the few closing words and signature, may be all that is necessary, especially with more advanced pupils.

Fifteen minutes should be the extreme limit of time given to one of these exercises, including the examination of the slates. It is better to have a short exercise every day than to have a long one only two or three times a week. Of course teachers must not undertake to examine the slates themselves. Few towns, or even cities, can afford to hire teachers to examine slates. Better results can be obtained if pupils are required to examine their own work and correct their own mistakes. In this, as in all other school exercises, the teacher must learn to economise her time and her energy.—*From the Practical Teacher, Chicago.*

LUCIDITY is not simplicity. A lucid poem is not necessarily an easy one. A great poet may tax our brains, but he ought not to puzzle our wits. We may often ask in humility, what *does* he mean? but not in despair, what *can* he mean?—*From "Obiter Dicta."*

Mathematics.

PAPER IN ALGEBRA.

SUITABLE FOR SECOND CLASS.

I.

1. Prove that $(a+b+c)^3-(a+b+c)(a^2+b^2+c^2-ab-bc-ca)-3abc=3(a+b)(b+c)(c+a)$.

2. If $x+y=m$, and $xy=n$, express $(x+y)^5-x^5-y^5$ in terms of m and n.

3. Factor:

(1) x^4+25x^2+289.

(2) $x^4+11x^3-6x^2-165x+225$.

(3) $4a^2b^2-(a^2+b^2-c^2)^2$.

(4) $42(3x+2y)^2-20(3y+2x)^2+11(3x+2y)(2x+3y)$.

4. If $a+b+c=2s$, show that $s(s-a)(s-b)+s(s-b)(s-c)+s(s-c)(s-a)-(s-a)(s-b)(s-c)=abc$.

5. Prove that if one quantity is a factor of two other quantities, it is also a factor of the sum or difference of any multiples of these quantities. Show how the common method for finding the H. C. F. of two quantities depends upon this principle.

6. Simplify:

(1) $x\left(\frac{x-2y}{x+y}\right)^3+y\left(\frac{2x-y}{x+y}\right)^3$.

(2) $\frac{ab(x^2-y^2)+xy(a^2-b^2)}{ab(x^2+y^2)+xy(a^2+b^2)}$.

7. Solve:

(1) $\frac{x}{2}+\sqrt{x^2+3x-3}=14\frac{1}{3}-\frac{2x^2+3x}{6}$.

(2) $x^2+3xy+2y^2+1=0$.
$xy+y^2=10$.

(3) $x+\sqrt{x+y}=12-y$.
$x^2+y^2=41$.

8. Simplify without expanding $(x^2+xy+y^2)^3+(x^2-xy+y^2)^3+6(x^2+y^2)(x^4+x^2y^2+y^4)$.

9. Solve the equation $ax^2+bx+c=0$; and state condition that the roots may differ in sign only.

10. A and B set out from two places 247 miles distant from each other. A travels at the rate of 9 miles per hour, and B at such a rate that the number of miles he travels per hour is 3 less than the number of hours at the end of which they meet. Find that number of hours.

Richard Lees.

PREPARATIONS for the meeting of the American Institute of Instruction at Newport, July 6-9, are progressing rapidly. Among those who have already consented to take part in the exercises are, Dr. Robinson, President of Brown University; Professors Young of Princeton, Hardy of Dartmouth, and Payne of Ann Arbor. The Old Colony Railroad and Steamboat Company have just announced, with the utmost generosity, that they shall tender to the members of the Institute, for an Ocean Excursion to Block Island, the free use of the beautiful steamer Pilgrim, the "Iron Monarch of Long Island Sound."

Educational Intelligence.

ARBOR DAY AT ST. STEPHEN, N.B.

A CORRESPONDENT sends us most interesting accounts of the successful manner in which Arbor Day was spent at St. Stephen, New Brunswick. It was the first School Arbor Day in the history of New Brunswick, and all seemed to take a hearty interest in it. Citizens and pupils together contributed more than $150 to help in carrying out the enterprise, and some 200 trees, chiefly maple and elm, were planted in the three school-grounds of the town, about a thousand spectators being present.

ARBOR DAY AT HALIFAX.

MAY the 12th was an important day in Halifax. The boys and girls of the various schools thought so at least; for it was a holiday—and one of an unusual character. It was the inauguration of a custom which cannot fail to be a great boon to our schools and to the city at large. Great things have generally small beginnings; and we may expect that the beginning thus made by the pupils of our public schools will ultimately bear fruit in the embellishment of our streets with much-needed shade-trees, and what is of even greater importance, in the creation of a healthy respect and love for these fairest productions of nature.

As might be expected on the first occasion of the kind, some mistakes were made. The children were not called upon to take any active part in the work of tree-planting. Standing by and watching with longing eyes and eager hands while paid laborers perform the work does not quite suit the tastes of the enthusiastic school boy, however it may pay the laborers. There was no work in connection with Arbor Day which the pupils could not have well performed, under the direction of the teachers. Next year we hope to see all the work parcelled out among the pupils, who would be only too delighted to do it. Generally speaking, Arbor Day was a pronounced success, exceeding even the most sanguine expectations of its advocates.—*The Critic (Halifax, N. S.).*

WEST BRUCE TEACHERS' ASSOCIATION.

A SUCCESSFUL meeting of the above association was held in the Central School, Kincardine. This association is noted for the unfailing interest with which its meetings are sustained from year to year, but the annual meeting this year appears to have been more than ordinarily profitable. The efficient and popular Inspector of West Bruce, Mr. A. Campbell, presided over the convention, and the work was rendered particularly pleasing and instructive by the valuable help of J. J. Tilley, I.M.S. The work throughout was practical, the suggestions and methods being illustrated by the teaching of classes in attendance; of these, one of the most interesting was that ably conducted by F. C. Powell, Principal of Kincardine, in a lesson on paraphrasing. Specially worthy of note was the paper on "Colloquial English," prepared by Ben. Fraser, B.A., Principal, Kincardine High School.

The proceedings were enlivened by the rendering of some Kindergarten songs, by a class under the direction of Miss Thomson,

Not least among the attractions were the decorations of the room. At one end was the appropriate motto, "We meet to learn to teach" in evergreen, while the profusion of gracefully arranged flowers was most effective and refreshing. The convention was pronounced one of the most successful ever held in the county.

On the evening of the 14th inst. Mr. J. J. Tilley delivered in the town hall a lecture, entitled "The Relation of the State to Education." The lecturer, with his practical and pointed matter, interspersed with enjoyable humor, held during the evening the close attention of his audience.

Before and after the lecture, Professor Dore, with the assistance of his choral society, favored the audience with choice selections of instrumental and vocal music. —*Com.*

WEST GREY TEACHERS' ASSOCIATION.

OWEN SOUND, May 28th, 1885.

THE members of the West Grey Teachers' Association met in the High School, Thursday, 21st inst., the president, Mr. De La Matter, in the chair. The secretary having read the minutes of the previous meeting, Mr. Frazer took up the subject of grammar, illustrating on the blackboard his method of dealing with participles and infinitives. The teachers present appeared to be much interested. Mr. Tilley in a few appropriate remarks explained his presence at the different Associations throughout the Province. He took the opportunity of introducing to the notice of those present the agents of the EDUCATIONAL WEEKLY and *Monthly*. He strongly advised the members to subscribe for one or both of these journals, as they were edited by practical men and would be found a valuable auxiliary to the teacher in his work. The speaker next outlined his method of teaching Geography, as follows:—

1. Sketch on the board the outline of the country or continent, requiring the pupils to copy it on slate or paper.

2. Teach the mountain ranges and river slopes of a country as indicated by their direction. Endeavor at each step to make the pupils think for themselves by asking such questions as, What kind of rivers should we expect to find in a mountainous country? What kind in a level country? Pupils should be able to answer these by intuition.

3. The productions would next be considered.

4. Position of great cities and industrial centres and the reason for such locality.

5. Climate and the causes which modify it.

6 Exports and imports.

7. Inhabitants, customs, etc.

The lecturer considered that geography properly taught would enable the pupil on seeing a map to have a tolerably accurate idea of the productions, climate, and of the country represented.

The teachers were much pleased with the lesson, but the prevailing opinion was, that under the present style of examinations too great a premium was placed on the *rote* system to follow Mr. Tilley's plan, however interesting and instructive.

The Rev. Mr. Somerville, who was present, gave some very amusing examples of the papers set in geography by examiners, proving that these are mainly responsible for the irrational method of teaching this or in fact any other subject.

So long as examiners *will* persist in asking "the *where* and *what* of insignificant islands, capes, towns, etc., so long must teachers waste precious time in drilling pupils to answer these useless questions, or failure '*to pass*' is the result, which means *loss* of *position* to the teacher. Perhaps the time is at hand when children will not be expected to solve a fraction three inches long, or tell the exact latitude of some unimportant island one half mile in circumference in order to pass the entrance.

After the various committees had been appointed the meeting adjourned.

In the evening a large audience assembled in the High School, Mr. Gordon, Inspector, acting as chairman. Several young ladies enlivened the meeting with songs and music. The chairman on introducing the lecturer, Mr. Tilley, gave a most interesting account of the progress of education in Owend Sound from its earliest days to the present. He also mentioned that the Board of Examiners for Grey were among the first to adopt written examinations for the qualifications of teachers, and it was well known that the standard was much higher here than in many of the older counties.

Mr. Tilley's lecture, "The Relation of Education to the State," was listened to with marked attention. The following heads were touched upon.

1. The profits and losses of a nation, like those of a business man, and the causes which produce them, should be considered.

2. Our national prosperity, ascribed to the vigor inherited from our Anglo-Saxon forefathers and to our religious and educational institutions.

3. Churches and schools are the landmarks of national progress.

4. Ministers and teachers important factors in the moulding of a nation.

5. Organized instruction necessary.

6. Every government should afford moral as well as intellectual education.

7. Uniformity is secured by government machinery.

8. Teachers should be sustained by trustees, parents and people as the most important agent to the end.

9. The origin and utility of Model Schools.

A vote of thanks was tendered Mr. Tilley for his able and instructive lecture. Next morning, after the election of officers, the following resolution was passed: "All members who have paid their fees, subscribing for the EDUCATIONAL WEEKLY or *Monthly*, shall be allowed from the Association Funds one third of the club rates of either periodical.

Mr. Tilley gave an excellent lesson on fractions, after which Mr. Packham, of the Owen Sound High School, took up the subject of perspective drawing in a most interesting manner.

His illustrations were excellent. In the afternoon Mr. Tilley delivered his final lecture, "The Relation of the Teacher to His Work," which was greatly appreciated by all present. He has gained, and certainly deserves, the good wishes of the teachers with whom he heartily sympathizes, and all expressed the wish that he might be present at our next meeting. Mr. Waldron of the High School read a very interesting and instructive lesson on Botany. A vote of thanks was tendered to the teachers of the High School for the able assistance they had rendered the Association. Misses Spragge and Taylor each gave excellent readings which closed a most interesting convention. T. F.

ONTARIO ART SCHOOL.

THE results of the simultaneous Art School examinations held throughout the Province during the first week of May have just been announced.

During the past winter more than sixty Art Schools and Mechanics' Institutes have conducted drawing-classes, etc., in conformity with the regulation of the Education Department. Over 3,000 students were in attendance, and 1,100 of these were candidates for examination, 4,400 examination papers being issued by the Department. The following list of the trades and professions of the candidates will show how extensively the classes have been appreciated, and the great benefit our Province will derive from this popular movement of the Minister of Education in introducing industrial art education for the masses. The students include architects, amateur artists, bricklayers, boiler-makers, blacksmiths, butchers, bookkeepers, carriage-makers, carvers, carpenters, cabinet-makers, clerks, draughtsmen, druggists, dressmakers, engravers, engineers, excise officers, governesses, foundrymen, fitters, finishers, farmers, harness-makers, hatters, insurance agents, joiners, jewellers, lithographers, moulders, machinists, mechanics, millwrights, millers, merchants, milliners, music teachers, marble cutters, ministers, organ builders, piano makers, photographers, painters, pattern makers, pupils of high, model, and public schools, stair builders, sign painters, saddlers, storekeepers, sandstone manufacturers, sailmakers, students, saleswomen, turners, tinsmiths, teachers, timber measurers, telegraph operators, tailors, train despatchers, veterinary surgeons, watchmakers, wood carvers, waggon-makers, warehousemen.

A gold medal was offered by the Minister of Education, open to competition to students in any of the art schools for work done during the session in ornamental design and outline and shading from the antique; also, a time study 36 hours, drawing from the antique full figure, and a time study of four hours, original design. The competition was chiefly between the students of the Toronto Art School, and it was so close that the Minister awarded two diplomas in addition to the gold medal in this department. The following were the successful candidates:—

Ida N. Banting, Toronto, gold medal.

Samuel Wright, Toronto, diploma.

Rosalind Bellsmith, Toronto, diploma.

The ornamental designs for wall papers, oilcloths, carpets, iron work, and other decorative purposes, are so excellent that a representative of the "Decorator of New York" has made arrangements to reproduce them in that journal.

BRONZE MEDAL FOR ART SCHOOLS, ETC.

A bronze medal was offered to the students of the Provincial Art Schools and other institutions in affiliation therewith for the highest number of marks in the Elementary or Primary Grade B. In this case there was a tie between a pupil of Alma College, St. Thomas, and a pupil of Ontario Ladies' College, Whitby, and as the examiners were unable to decide which should have the preference, the Minister decided to give two medals. The successful young ladies were:—

Nellie Nixon, Alma College—bronze medal.

B. Campbell, Ontario Ladies' College, Whitby—bronze medal.

BRONZE MEDAL FOR MECHANICS' INSTITUTES.

This medal was also given for the highest number of marks in Grade B. The medal was awarded to

Wilson Taylor, Ingersoll Mechanics' Institute.

ONTARIO TEACHERS' ASSOCIATION.

THE twenty-fifth annual convention of the Ontario Teachers' Association will be held in Toronto on Tuesday, Wednesday and Thursday, August 11, 12, and 13, 1885. The following is the official programme:—

GENERAL ASSOCIATION.

Of Foundations, Mr. J. C. Glashan, Ottawa. The Study of English, Mr. Wm. Houston, Toronto. Reading as a Part of Elocution, Mr. Thomas Swift, Ottawa. The Teacher as a Student, Mr. A. Purslow, Port Hope. The School-room as a Preparation for the Farm and the Workshop, Mr. F. W. Merchant, Ingersoll. Permanency of the Teaching Profession, Mr. D. Fotheringham, Aurora. Addresses will also be delivered by the President, Dr. McLellan, of Toronto; Dr. Allison, Chief Superintendent of Education, Nova Scotia; and Provost Body, of Trinity College, Toronto.

PUBLIC SCHOOL SECTION.

Parker's Methods, Mr. C. W. Chadwick, Stratford. Principals and Assistants, Mr. J. S. Deacon, Ingersoll. Should the Entrance Examination be placed at the end of the Fifth Class? Mr. John Munro, Ottawa. Etiquette in Schools, Mr. R. W. Doan, Toronto.

HIGH SCHOOL SECTION.

The Present Position of High Schools and Collegiate Institutes in the Educational System of Ontario, Mr. Wm. Oliver, Brantford. The Distribution of the $10,000 High School Grant for Equipment, etc., Mr. C. Fessenden, Napanee. Report of High School Representatives on University Senate. Report of Committee on High School Graduation. The Present and the Possible Function of the High School Section, Mr. J. E. Wetherell, Strathroy. High School Masters and the University Examinations, Mr. Wm. Houston, Toronto.

PUBLIC SCHOOL INSPECTORS' SECTION.

How may an Inspector be of most service to his Inspectorate? Mr. Wm. Mackintosh, Madoc. The Public School Programme, Mr. A. Campbell, Kincardine. Advisability of extending the Time for which Third Class Certificates are Valid, Mr. F. L. Michell, Perth.

The Executive Committee earnestly calls the attention of all who are engaged in the work of education to the importance of attending the above meeting. Certificates will be issued to those who wish to attend the meeting, entitling the holder to return tickets on the railways at reduced rates. These certificates must be procured from the Secretary, Mr. Robert W. Doan, 216 Carlton Street, Toronto, previous to the commencement of the journey.

Examination Papers.

ADMISSION TO HIGH SCHOOLS.

[We intend for the future to insert under this heading, in chronological order, the various examination papers that have been set for admission to high schools.]

GRAMMAR.

DECEMBER, 1882.

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 shew whether we are speaking of one thing or more than one." Give examples, shewing 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 two in the plural; others have two meanings 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,"

(*a*) Analyse 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 swordsman.

(*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.

JUNE, 1883.

1. *All candidates entering at the* first *examination must take* the *pass subjects* in Classics, *Mathematics and English, specified below under the title* of *first* examination.

(*a*) Analyse fully.

(*b*) Parse words in italics.

2. Define Case, Gender, Number. To what parts of speech do all these inflections belong?

3. When must "that" be used instead of "who" or "which"?

4. Write the feminine of: Abbot, duke, man-servant, beau, monk, widower, gander, lad. Pluralize: Beau, court-martial, brother, father-in-law, automaton, crisis, money, church.

5. Define and exemplify the following terms, applied to "verb": Strong, weak, transitive, intransitive. Write out the Present Perfect Tense, Active and Passive, of the verb "love."

6. Correct (with reasons) the following:

(*a*) What would he have said if he were to come and saw me idle?

(*b*) By taking of this medicine you shall be restored to health.

(*c*) Eve was the fairest of all her own daughters.

(*d*) There ain't no use of you saying that.

(*e*) The secretary and the treasurer was on hand.

(*f*) After they had went a little ways they returned back home again.

(*g*) Rest thyself and get your wind.

(*h*) Let he which is without sin cast the first stone.

DECEMBER, 1883.

1. "The *almond* blossoms *on the tree,*
As emblems of thy charms *were made;*
The flowers of life, my *sweet, like thee;*
Yet *ere* the summer *is gone,* they fade."

(*a*) Analyse the first three lines of this stanza.

(*b*) Parse the words that are printed in italics.

2. Name four classes of adjectives that do not admit of comparison.

3. Write the second person singular of each tense in the indicative mood, passive voice, of the verb "strike," using the common form.

4. Make a list of four words that are used sometimes as one part of speech, and sometimes as another. Quote or make examples to illustrate your answer.

5. Correct the following sentences, when necessary:

(*a*) Many people never learns to speak correct.

(*b*) James is more diligent than thee and your brother.

(*c*) Neither his conduct or his language have left me with that impression.

(*d*) Exactly opposite to each other stands a church and a gin palace.

(*e*) He had not ought to do that, because it ain't no use.

(*f*) What you must rely on is facts.

(*g*) It has not rained last week or this week.

(*h*) He turned away with the utmost contempt that he was capable of.

(*i*) They returned back again to the city from whence they came forth.

(*k*) On a sudden off breaks a limb, and down tumbles both negro and racoon.

(*l*) The beaux in those days painted their faces as well as the ladies.

(*m*) When he has went I will let you know at once.

JUNE, 1884.

1. What is a noun? Name the kinds of nouns, and give examples.

Give examples of the different ways in which a noun may be used in a sentence.

2. What is an adjective. Name the classes to which the adjectives in the following sentences belong:

(1) That man is my brother.

(2) A small leak may sink a great ship.

(3) Many scholars are industrious.

(4) Some he will lead to courts, and some to camps.

3. Write down the first person singular (indicative mood) of the present, past, perfect, and future perfect, of the verbs—lie, stand, write.

Conjugate the verb "to be" in the present and past subjunctive.

4. What is an adverb? Give examples of adverbs of Place, Time, Manner, Degree.

"Adverbial phrases and clauses are often used in place of simple adverbs." Give examples of such use.

5. I. Analyse the following sentences:

(*a*) The breaking waves dashed *high*
On a stern and rock-bound coast,
And the woods, *against* a stormy sky,
Their giant *branches tossed.*

(*b*) *On* Linden, when the sun was low,
All bloodless lay the untrodden *snow.*

II. Parse the italicised words in the above.

6. Correct, where necessary, the following, giving reasons:

(1) Why don't your teacher learn you better manners?

(2) Whom do you think I am?

(3) Each of those twenty boys have finished their work.

(4) Can I go home at half-past three?

(5) Only sleep, my young friend, in the dark

(6) Every one of these remedies have been successively attempted.

(7) To counterfeit and to dissemble are to put on the semblance of some real excellency.

DECEMBER, 1884.

1. *Having soon fallen under* the *King's* displeasure *for refusing to comply* with his desire, the *aged* chancellor *at once resigned* his office and *its many* emoluments.

(*a*) Analyse the above sentence.

(*b*) Parse the words printed in italics.

2. Explain and illustrate the meaning of the following terms: Part of Speech, Conjugation, Phrase, Clause.

3. Construct sentences to show that each of the following words may be used as different parts of speech: Dream, Canadian, what, more.

4. Give all the inflected forms of each of the following words: Man, he, this, love.

5. Change, when possible, the form of each of the following adjectives, so as to express different degrees of the quality: Cruel, white, dry, proper, gay, admirable.

6. Define "Transitive verb," and show that, according to your definition, the verb in each of the following is transitive: "James struck John"; "John was struck by James," and "The tree was struck."

7. Give the principal parts of spell, burst, froze, spread, lay.

Why are they called "principal"?

8. Distinguish the meanings of: "I wrote the letter," "I have written the letter," and "I had written the letter"; "I will go to-morrow," and "I shall go to-morrow"; "He came late," and "He came lately."

9. Correct, when necessary, the following, giving the reason in each case:

(*a*) It is long since I have spoke my mind.

(*b*) I heard the man and woman's voice.

(*c*) James is taller than me and you.

(*d*) Don't he look the ugliest of his three brothers?

(*e*) Safety matches will only take fire upon the box.

(*f*) Can I go to-morrow?

(*g*) Sit quiet in your seats.

(*h*) The School-board was in the room.

(*i*) Neither of us was there.

(*j*) The river has overflown its banks.

(*k*) He hadn't ought to do it.

(*l*) He feels some better.

SPECIMEN PAGE OF STORMONTH'S ENGLISH DICTIONARY.

to weep bitterly—from *de*, *ploro*, I wail or howl: It. *deplorare*], to weep bitterly for; to lament; to mourn; to bewail; to express or feel deep grief for: **deplo'ring**, imp.: **deplored'**, pp. *-plōrd'*: **deplo'rer**, n. one who: **deplo'rable**, a. *-rā·bl* [F.], lamentable; sad; grievous; miserable: **deplo'rably**, ad. *-blī*: **deplo'rableness**, n. *-bl·nĕs*, wretchedness; miserable state: **deplo'rabil'ity**, n. *-rā·bĭl'ĭ·tĭ*, state of being deplored; deplorableness: **deplo'ringly**, ad. *-lī*.—SYN. of 'deplore': to mourn; bemoan; complain; murmur; repine; regret; weep.

deploy, v. *dĕ·ploy'* [F. *déployer*, to unfold—from L. *de*, *plico*, I fold], to unfold; to open; to extend; to form a more extended front, as soldiers: **deploy'ing**, imp.: **deployed'**, pp. *-ployd'*: **deploy'ment**, n. the opening up of a body of men in order to extend their front, as a column of troops.

depolarise, v. *dē·pō'lĕr·īz* [L. *de*, and *polarise*], to deprive of polarity: **depo'larisa'tion**, n. *-ī·zā'shŭn*, the act of depriving of polarity.

depone, v. *dĕ·pōn'* [L. *depōnĕrĕ*, to lay or place down—from *de*, *pono*, I place], to lay or place down solemnly in words; to testify on oath in a court: **depo'ning**, imp.: **deponed'**, pp. *-pōnd'*: **depo'nent**, a. *-pō'nĕnt* [L. *deponen'tem*, laying down], applied to Latin verbs having a passive termination with an active signification: n. one who testifies on oath; a witness.

depopulate, v. *dĕ·pŏp'ū·lāt* [L. *depopŭlātus*, laid waste—from *de*, *pŏpŭlus*, the people], to deprive of inhabitants; to unpeople; to lay waste: **depop'ulating**, imp.: **depop'ulated**, pp.: **depop'ula'tion**, n. *-lā'shŭn* [F.—L.]: **depop'ulator**, n. *-tĕr*, one who.

deport, v. *dĕ·pōrt'* [F. *déporter*, to banish—from L. *deportārĕ*, to carry off—from *de*, *porto*, I carry: It. *deportare*, to exile], to carry from one country to another; to behave or demean, followed by *self*: **deport'ing**, imp.: **deport'ed**, pp.: **deportation**, n. *dē'pŏr·tā'shŭn* [F.—L.], the removal from one country to another; exile; banishment: **deport'ment**, n. *-mĕnt* [F. *déportement*, demeanour], conduct; demeanour; carriage; manner of acting in relation to the duties of life.—SYN. of 'deportment': gait; walk; behaviour; demeanour; bearing.

depose, v. *dĕ·pōz'* [F. *déposer*—from L. *de*, *pausārĕ*, to pause; mid. L. *pausārĕ* for *ponĕrĕ*, to place: It. *depositare*—see **deposit**], to set down from an office; to degrade; to divest of office; to dethrone; to bear witness on oath: **depo'sing**, imp. *-zing*: **deposed'**, pp. *-pōzd'*: **depo'ser**, n. one who.

deposit, n. *dĕ·pŏz'ĭt* [F. *dépositer*, to lay down as a gage—from L. *depositum*, a thing laid down—from *de*, *pono*, I place], that which is intrusted to another, as money in a bank; a pledge or pawn; anything laid down or lodged; in *geol.*, soil or matter laid down from water or otherwise, and forming a layer or stratum; in *med.*, the secretion of a solid morbid substance on a diseased surface: v. to lay, throw down, or lodge; to lay up; to commit to, as a pledge; to lodge money in a bank: **depos'iting**, imp.: **depos'ited**, pp.: **depos'itary**, n. *-ĭ·tĕr·ĭ*, one with whom anything is lodged or intrusted for safe keeping: **depository**, n. *dĕ·pŏz'ĭ·tĕr·ĭ*, a place where anything is laid for safe keeping: **depos'itor**, n. *-tĕr*, one who makes a deposit: **deposition**, n. *dĕ'pō·zĭsh'ŭn* [F.—L.], the act of laying or throwing down; that which is laid down; the giving testimony under oath; a written copy of the same attested by the signature of the witness; the depriving of office or dignity: **on deposit**, in charge or safe keeping, as money.

depot, n. *dĕ·pō'*, **depots**, n. plu. *dĕ·pōz'* [F. *dépôt*, a deposit—from L. *depositus*, laid or put down], a place where stores are kept; the body of troops in which recruits are trained, and from which men are supplied for vacancies in corps abroad; a warehouse; an open place or covered shed where goods are laid up.

deprave, v. *dĕ·prāv'* [F. *dépraver*—from L. *depravārĕ*, to pervert—from *de*, *prāvus*, crooked, wicked: It. *depravare*], to make bad or worse; to vitiate; to corrupt: **depra'ving**, imp.: **depraved'**, pp. *-prāvd'*: adj. corrupt; abandoned; vicious: **depra'vedly**, ad. *-vĕd·lĭ* or *-prāvd'lĭ*: **depravation**, n. *dĕp'rā·vā'shŭn* [F.—L.], the act of corrupting anything or making it bad; the state of being made bad; depravity; in *OE.*, defamation: **depravity**, n. *-prăv'ĭ·tĭ*, corruption; wickedness; destitution of moral principles: **depra'vedness**, n.: **depra'ver**, n. *-vĕr*, one who.—SYN. of 'depravity': corruption; depravation; vitiation; vice; wickedness; degeneracy; contamination; pollution.

deprecate, v. *dĕp'rĕ·kāt* [L. *deprĕcātus*, averted by praying—from *de*, *precor*, I pray, I beg], to pray or wish that a present evil may be removed, or an expected one averted; to pray against: **dep'recating**, imp.: **dep'recated**, pp.: **dep'recator**, n. one who: **dep'reca'tion**, n. *-kā'shŭn* [F.—L.], a praying against; an entreaty: **dep'reca'tingly**, ad. *-lĭ*: **dep'reca'tive**, a. *-tĭv*, also **dep'reca'tory**, a. *-kā'tĕr·ĭ*, tending to avert evil; having the form of a prayer: **dep'reca'tively**, ad. *-lĭ*.

depreciate, v. *dĕ·prē'shĭ·āt* [mid. L. *depretiātus*, diminished in price: F. *déprécier*, to undervalue—from mid. L. *depretiārĕ*, to depreciate—from *de*, *prĕtĭŭm*, a price], to lessen the price or value of a thing; to decry; to undervalue; to become of less worth: **depre'ciating**, imp.: **depre'ciated**, pp.: **depre'cia'tion**, n. *-ā'shŭn* [F.—L.], the act of lessening the value of anything; a falling in value: **depre'cia'tive**, a. *-ā'tĭv*, also **depre'cia'tory**, a. *-ā'tĕr·ĭ*, tending to depreciate; undervaluing: **depre'cia'tor**, n. *-tĕr*, one who.—SYN. of 'depreciate': to traduce; disparage; detract; lower.

depredate, v. *dĕp'rĕ·dāt* [mid. L. *deprædātus*, plundered thoroughly—from L. *de*, *prædātus*, plundered: It. *depredare*, to pillage, to plunder], to rob; to plunder; to pillage; to take the property of an enemy; to spoil: **dep'redating**, imp.: **dep'redated**, pp.: **dep'reda'tor**, n. a robber; a plunderer: **dep'reda'tion**, n. *dā'shŭn* [F.—L.], the act of spoiling or pillaging: **dep'reda'tory**, a. *-tĕr·ĭ*, plundering; spoiling.

depress, v. *dĕ·prĕs'* [L. *depressus*, pressed or weighed down—from *de*, *pressus*, pressed], to press down to a lower state or position; to lower; to render languid or dull; to deject or make sad; to lower in value: **depres'sing**, imp.: **depressed'**, pp. *dĕ·prĕst'*: adj. in *bot.*, applied to a solid organ having the appearance of being flattened from above downwards: **depres'singly**, ad. *-lĭ*: **depressi'on**, n. *-prĕsh'ŭn* [F.—L.], act of depressing; the state of being depressed or lowered; a hollow; the sinking in of a part of a surface; a sinking of the spirits; a low state of trade or business: **depres'sive**, a. *-prĕs'sĭv*, tending to depress: **depres'sor**, n. *-sĕr*, in *anat.*, a muscle which pulls an organ downwards, as the lower jaw, or the lip: **angle of depression**, in *astron.*, the angle through which a celestial object appears depressed below the horizontal plane, drawn through the eye of a spectator looking down upon the object: **depressant**, n. *dĕ·prĕs'ănt*, remedial agents that repress the circulation of the blood and contractility of the heart.—SYN. of 'depress': to sink; deject; abase; cast down; degrade; humble; discourage; dispirit; sadden; embarrass; cheapen—of 'depression': abasement; fall; humiliation; reduction; dejection; melancholy; sinking; cavity; despondency.

deprive, v. *dĕ·prīv'* [mid. L. *deprivātus*, dispossessed of an office or dignity—from L. *de*, *privo*, I take away, I bereave], to take away from; to bereave of a thing; to hinder from possessing or enjoying; to divest of a dignity or office: **depri'ving**, imp.: **deprived'**, pp. *-prīvd'*: **depri'ver**, n. one who: **depri'vable**, a. *-vā·bl*, that may be deprived: **deprivation**, n. *dĕp'rĭ·vā'shŭn*, a taking away; loss of friends or goods; the taking away his living or office from a minister or clergyman.—SYN. of 'deprive': to bereave; strip; despoil; rob;

cow, boy, foot; pure, bud; chair, game, jog, shun, thing there, zeal.

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