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THE CANADA
EDUCATIONAL MONTHLY
AND SCHOOL MAGAZINE.

JULY-AUGUST, 1883.

FASHIONABLE ENGLISH.

BY DUDLEY ERRINGTON.

HAS the extension of popular education tended to the conservation of the English language in its literary purity? Is not the word education, to some extent, a misnomer? And should not the process which we designate by that name be more properly called "instruction," that is to say in the arts and accomplishments of reading, writing, and arithmetic, which are but the tools of education, and not education itself? These questions are important, and opinion will greatly vary as to the answers that ought to be given to them. It is true, that, in the late Lord Brougham's phrase, the schoolmaster has been abroad, and that the operations of that elementary functionary have been widely extended since Lord Brougham's time; and it is also true, that between the primary power of reading, and the secondary but more important power of turning that reading to profitable account, there exists a mighty difference. Lord Brougham's

schoolmaster taught reading, writing, and arithmetic, and Mr. Forster's schoolmasters teach little more. But this is not education, though unthinking people consider it to be so—and though paying the school-rate with more or less unwillingness, they pride themselves on doing their duty, though perfunctorily, in the cause of education. In our day as in every other, everybody speaks; and in our day as in every other, few people speak well; and in our time, more perhaps than in any other, almost everybody writes. But very few authors in the last quarter of the nineteenth century write much better than they talk.

The late Mr. G. P. Marsh, of Massachusetts, who died recently in the position of American ambassador to the kingdom of Italy, in his excellent lectures on the English language, originally delivered at Columbia College, New York, and afterwards reprinted in the United States and in England, records "that a distin-

guished British scholar of the last century declared that he had known but three or four of his countrymen who spoke their native language with uniform grammatical accuracy, and that the great French writer, Paul Louis Courier, asserted that in his day there might have been five or six persons who knew Greek thoroughly, but that the French who could speak or write French correctly were still fewer in number."

In our day it may be said with still greater truth—as applied to the writing of English—that, of the great multitude of writers whom the extension of elementary education and the vast increase of periodical literature have produced, few take the trouble or possess the taste and ability to write their native language as it ought to be written by all who aspire to see their compositions in print.

Thousands of articles are published every day in the newspapers, and possibly thousands of novels and volumes of verse are annually given to the world without the excuse of haste which may be accepted on behalf of periodical writers. In consequence of this profusion of literary work performed by neophytes, who write as fluently as they talk, and with as little preliminary study, the standard of literary taste has fallen. Men and women who adopt the literary profession without adequate qualification, except a little smattering of everything, or who, having the qualification, are not able to afford themselves the time to give their talents fair play, seldom or never take the trouble to study critically the language which is the vehicle of their thoughts. A man may not practise as a physician or a surgeon, a barrister or an attorney, without qualifying himself for his vocation by time and study, and the approval of the heads of the profession to which he aspires to belong; but any man or woman can become an

author—or a cook—without leave asked of anybody; and the cookery in these instances is often better than the authorship.

At the same time it would be unjust to deny that many leading articles and many books, written by careless and imperfectly educated people, reflect the highest credit upon the ability of their authors. A slipshod and even a vulgar style of writing is quite compatible with persuasive power, critical acumen, irrefragable logic, and even with eloquence, inasmuch as all these intellectual gifts are sometimes found in the possession of wholly illiterate people, and even of savages. But, granted the possession of the critical acumen, the logical power and the eloquence, all these qualities would be enhanced and adorned if they were accompanied by a thorough mastery of the language in which they were exhibited, and by the graces of style which distinguish all writers of genius, and even of commanding talent.

In the days in which our lot is cast, days when in consequence of the annually increasing multiplicity of our numbers in the limited area of these islands, creating a pressure which a copious emigration does but little to remove or even to alleviate, the struggle for bare subsistence is abnormally severe; and when that for wealth and social pre-eminence is severer still, all literature of the highest order, requiring thought and study, stands but a slender chance of appreciation. People are too much pre-occupied with all-engrossing and grinding cares to find time or inclination for much reading beyond that which the newspapers supply. And the newspapers, without meaning any disrespect to them, are so prolix that, not contented with telling the news once, they make *crambe repetita* of it, by telling it again in their editorial columns, interlarding the narrative

with a needless commentary, or deducing a too obvious moral from the trest of stories. In addition to this unnecessary repetition, they invade what used to be the function of books and purely literary periodicals, and diurnally publish essays, often very readable, on a variety of social subjects that do not come properly within the category of current events, or diurnal history. One of the results is that those who make it a point to read the newspapers and magazines, can rarely find time to read anything else. If perchance these busy people desire to read a book, they generally prefer one that does not overtax their mental energies, or which ministers solely to their amusement, or, at the best, prevents them from falling asleep after the business of the day is concluded.

In the great and increasing army of newspaper writers, it is not to be expected that every private in the ranks is, or ever can be, a master of style, or one who can afford time to cultivate the graces of a Steele, an Addison, or a Junius. It is sufficient for the rank and file that they make themselves intelligible, and that they do not preach above the heads and the understandings of their readers. But writers may be simple and intelligible—and on a level with the intelligence of those whom they address—whilst grinding out as from a barrel-organ the old similitudes, the old and worn-out phrases of their predecessors. For a good or apt word, and a happy phrase, all readers ought to be grateful, but writers ought to beware of repeating them too often, or introducing them on all occasions relevant or irrelevant, especially if they be inferior writers—mere parrots and mocking-birds—who catch a word by the ear and use it without intelligence or necessity. Such words and phrases soon degenerate into slang.

Among these stock phrases continually employed by careless writers,

mere echoes of the sounds that others have made, are the following old acquaintances of the daily press:—

"For a moment."—Thus if a thing is not to be endured, believed, tolerated, or thought of, it is inevitably added that they are not to be believed, etc., *for a moment*.

"At large."—The community, the nation, society, the public, are scarcely ever mentioned in leading articles, or in speeches, without the unnecessary addendum *"at large,"* though each of these substantives would be sufficient without it.

"Conspicuous by its absence."—This figure of speech was first made with happy effect by the late Earl Russell, in commenting upon the absence on a great occasion of one who ought to have been present. Since that day—more than twenty years ago—the phrase paradoxical though it be, but effective and intelligible, has taken the fancy of a vast multitude of ever-ready writers, and has done duty almost diurnally, to prove the penury of idea of those who habitually make use of it.

"The irony of fate" was an excellent phrase originally, but when employed without discretion by people who have not considered what irony means, or what fate is (the stern, the unbending, the invincible, the inevitable), it becomes a locution as idle as the parrot's utterance of "pretty Poll." Irony is a jest, and a mockery; but there is no jesting, no mockery in fate. Jest and mockery are human, but fate is divine.

"History repeats itself."—This is an untruth, or at best a half truth, which is constantly dinned into the ears of the unthinking. The phrase is acceptable to people who would accept anything if uttered *ex cathedra* and in a loud voice of authority. But the assertion is baseless. Similar incidents occur in all ages and in all countries; but the germs of those in-

cidents, their surroundings, their developments, and their results are infinitely varied in the progress of the ages. The execution of Charles I. in England, and of Louis XVI. in France, have been triumphantly cited as proofs of the so called fact that there is nothing new in history; but where is the repetition in the fate of Charles I. and Louis XVI. in the subsequent history of both countries? It does not exist, and the constant iteration of the phrase is not merely a misleading platitude, but a weariness of spirit to the thoughtful few who study history for themselves and draw rational conclusions from its teachings.

"*Reading between the lines.*"—This well-worn phrase is constantly employed by writers who imagine themselves to be wiser than their neighbours, and who fancy they can discover ambiguous meanings in the plainest statements, and detect treachery in the mere assertion that two and two are four. They "read between the lines," as they say, and find that two and two are intended to represent five, or perhaps five hundred, in the apparently plain statement to which they give their sinister interpretation.

Several other phrases, unobjectionable in themselves, but rendered offensive by perpetual reiteration, affront the eyes of newspaper readers every morning and evening; and infest the pages of the multitudinous novels that serve to amuse or to weary the leisure of those who have nothing to think about. Among these are "The spur of the occasion;" "The courage of his convictions;" "That goes without saying;" "We are *free* to confess;" "We have a *shrewd* suspicion;" "Equal to the occasion;" "The devouring element;" "Within an *inch* of his life," and many others equally familiar.

Among single words that may fairly come under the designation of news-

paper slang, are *ventilate*, instead of to discuss, *succumb* instead of to die, *demise* instead of death; *form* instead of condition or manners; *lengthy*, instead of long. It must be said for *lengthy* when used for tediously long, that it is a good word in itself, as marking a difference between *long*, which is not too long—and long which is much too long; but when a writer describes a "*lengthy* journey by rail," the adjective is so misapplied, that the reader may be justified in asking if the traveller did not undertake the journey in a *strengthened* carriage?

The novelists in some respects are greater adepts in slang than the newspapers; and borrow the language of the sculptor and the stonemason. In describing the personal beauty of their heroes or heroines, they almost invariably write that their noses are beautifully *cut*, and their lips and chins finely or delicately *chiselled*; while eyebrows are neither *cut* nor *chiselled* but *carved*.

Paint is a word applied to the colour of natural objects, for which may be pleaded the great example of Shakespeare, when he wrote:—

When daisies pied and violets blue
Do *paint* the meadows with delight.

But it is an example which ought not to be frequently followed—and never by any one whose genius does not warrant him in taking liberties with the language. *Transpire* is a word that careless writers continually employ instead of to "happen." *Transpire* originally signified to emit insensible vapour through the pores of the skin. It was afterwards used metaphorically in the sense of to become known, to emerge from secrecy into comparative or positive publicity. This was a perfectly permissible and correct employment of the word; but when a newspaper writer, commenting upon the outrages committed by the Communists of Paris in 1870, spoke of "the events that have re-

cently *transpired* in France," he used a word without comprehending its meaning, and outraged his mother tongue. We have not yet come to the barbarism of writing, "An accident *transpired* in the streets yesterday," but there is no knowing how soon the superfine penny-a-liner may accustom us to the solecism.

Among the recent vulgarisms that have crept into the press is an abuse of the suffix *dom*, from the Teutonic *stam*, as legitimately used in *kingdom*, *Christendom*, *popedom*, *czardom*, *dukedom*, *earldom*, *wisdom*, *martyrdom*, *freedom*, etc. The word, however, does not admit of unlimited extension at the hands either of neologists or of would-be-comic writers.

"Officialdom is strong in France, in Germany and in Russia."—*Globe*. Still worse than officialdom, is woman-dom for the female sex, and *trouserdom*, as used by a writer in the *Pall Mall Gazette*. October 27, 1882, for the male sex—as the wearers of trousers. But as Mademoiselle Thérèse used to sing in the *cafés chantants* of Paris, "Rien n'est sacré pour un sapeur," so nothing is sacred to the grinning sciolists who aspire to be facetious.

The much-abused system of competitive examinations for public employment, which threatens to reduce all our young men to one dead level of Chinese mediocrity, has enriched the already too copious vocabulary of literary slang by two words: to *cram*, and to *coach*. *Cram* is a term of disparagement, but to *coach* is considered legitimate, as in the following advertisement: "A professor of elocution and dramatic art, privately *coaches* amateurs in acting or reading." (The *coach* or the man who *coaches*, is sometimes irreverently but not inappropriately called a *grinder*.)

Persuasion is a word that, besides its ordinary and familiar meaning—which it is unnecessary to set forth—

has come to signify the particular belief of any class of dissenters from the doctrines or observances of the Church of Rome. Thus, it is correct to say that a man is of the "Protestant persuasion," the "Methodist persuasion," the "Baptist persuasion," the "Presbyterian persuasion," etc.; but it is not correct to say that he is of the "Jewish persuasion," the "Mahomedan persuasion," the "Buddhist persuasion," etc., because these are not sects of any greater faiths or religions. But the prevalence of the word in religious matters has led, in the newspapers, to a wholly unjustifiable abuse of it, by the illiterate vulgar, or by the semi-educated vulgar, who are more to blame for their ignorance than the utterly ignorant. Thus, a reporter for the daily press, when examined as a witness, was asked what was his business or profession—and replied that he was of the *reportorial persuasion*! just as, if an ass could speak, he might reply, if a similar question were put to him, that he was "of the asinine persuasion."

Equally, or even more detestable is the use of the word as applied to sex. In a letter from West Hampstead, in the *Daily Telegraph* of September 8, 1882, in reference to the alarm created by a recent burglary; the writer recommends every householder to discharge his revolver whenever he shall find any unauthorized person of the "*male persuasion* on his premises during the hours of darkness." More flagrant still is the use of the word applied to a girl or woman, as a "friend of the *female persuasion*." "One of the *female persuasion*, if she be a cook in a good family, is an awfully good friend of the unmarried policeman," is the statement of a would-be-comic writer in the columns of a would-be-comic periodical.

The loss of a good old English word *clepe*, which long ago dropped out of the language, and which signi-

fied to call a thing by its name, has never been satisfactorily supplied. Two irreverent and vulgar substitutes have recently been found for it, both in the press and in conversation—in "baptize" and "christen." These two words ought to be reserved for the solemn ceremony of naming a child of Christian parents at the font, or of receiving a convert into the Christian Church, but of late years both have been indiscriminately and most improperly used for naming anything—from a battle to a ship, a street, or even a dog or a horse. For instance in commenting upon the question of the removal of the grates to the ladies' gallery in the House of Commons, the *Times* in a leading article remarked (July 12, 1869): "The grate question of the ladies' gallery, as Mr. Lowe christened it." That horses are christened may be learned from a writer in the *Daily Telegraph*, October 7, 1882, who tells the world that subsequent to the great Civil War in the United States, "many a favourite hunter was christened after Stonewall Jackson." Even stones are christened, according to a writer in the same newspaper, October 22, 1882: "This quaint, strange fossil, commonly called thunderbolt, which is to be found everywhere in all theoolitic and cretaceous strata, from the lowest lias to the upper chalk, resembles nothing so much as a large tenpenny nail or slate pin, and its appearance is sufficiently indicated by its name, which, in effect, signifies arrow-head. The Germans called the strange object *Pfeilstein* and *Donnerstein*, and the French christen it *piere de foudre*." "Weights and measures" may also be christened according to the *Echo*, May 25, 1880: "On a recent visit of the weights and measures inspector the unfortunate standards were observed, and Dr. Siemens was summoned in due form and mulcted in two marks (2s.)—a warning to all philosophers

who may have weights not properly christened by the authorities." Writing of a fashionable hairdresser in Paris, the *Globe*, November, 1881, went so far as to baptize the action of his scissors: "His place has become the fashionable shaving shop of all Paris and has obtained an almost European reputation. Shaving and hair cutting are a branch of art in his eyes. He studies the dress, appearance, and profession of his sitters, giving instructions to his acolytes who wield the shears, condescending at times to add the finishing touches. *He has baptized each snip of the scissors with some peculiar name.*" Even the "club" of a savage, according to the *Daily News*, February 25, 1879, was christened "The great hero of the Zulus, before they knew Europeans, was a warrior who christened his club 'the watcher of the fords.'" The *Globe*, April 10, 1879, speaks of the "christening of our streets,"—which certainly, if it could be effected with success upon many of the male and female frequenters, would be a consummation devoutly to be wished. "It is quite surprising what a little use our modern Ediles make of history when they christen or rechristen the streets and squares of our great cities."

Ilk.—This word has been borrowed from the Lowland Scotch—and signifies the same—or of the same place—as in Mackintosh of Mackintosh, Forbes of Forbes, Macnab of Macnab, etc. In these phrases it signifies that the man's name is the same as that of his estate, and *ilk* is substituted, to avoid a repetition, as Mackintosh of that *ilk*, Forbes of that *ilk*, Macnab of that *ilk*—i.e., of that same. Modern writers in the press, ignorant of the true meaning of "ilk," and supposing that it signifies of the same kind, sort, description, or genus, continually make use of it in a sense that would make Mackintosh of that *ilk* either laugh or shudder. Thus the

Standard, December 14, 1880, speaking of several Parisian journals of the same shade of politics, says: "The *Défense*, the *Univers*, and their competitors of the same ilk, are loud in their appeals to the president to throw the Chamber and the Republicans overboard." In the *Pall Mall Gazette*, January 24, 1869, occurs, "Many barbarians of this ilk, and even of later times;" and in the *Daily Telegraph*, February 8, 1870, a writer informed his readers that "Matilda lived in St. John's villas, Twickenham, and Mr. Pasmore in King street of the same ilk."

Among the many corruptions which have long been creeping into the newspapers are the present tenses of the verbs to *bid* and to *dare*, which hasty writers persistently use for the preterite and past participle *bade* and *bidden*, *dared* and *durst*. The fact is that *bade* and *durst*, and even *dares*, have become all but obsolete in our day, without any possible reason either in grammar or in euphony. Why, for instance, should not *bade* or *bidden* be used in the following instances from the *Times* and the *Quarterly Review*? "Mr. Charles Dickens finally *bid* farewell to Philadelphia."—*Times*. "Uncertain even at that epoch (1864) of Austria's fidelity, Prussia *bid* high for German leadership."—*Times*. "He called his servants and *bid* them procure firearms."—*Times*. "The competition is so sharp and general that the leader of to-day can never be sure that he will not be *outbid* to-morrow."—*Quarterly Review*. And why not *durst* in the following extract from the Rev. Charles Kingsley? "Neither her maidens nor the priest *dare* speak to her for half an hour."—"Hereward the Wake."

It is scarcely possible to take up any newspaper—daily or weekly—metropolitan or provincial, or any magazine or periodical whatever, with-

out finding the matter of fact word "factor" employed on every variety of occasion. No doubt the word is sometimes convenient, and if only used sparingly might be accepted as a welcome substitute for many an awkward periphrasis; but its constant iteration, without reason or relevancy, is a nuisance. Take for instance the following examples of its misuse, selected at random from recent newspapers. Writing of the desire of the Americans to possess a monolith or obelisk, such as that conveyed from Egypt to London by the liberality and public spirit of Sir Erasmus Wilson, the *Daily Telegraph* remarks, October 12, 1880: "If Americans really travel abroad, as the *New York World* seems to think, because they have no obelisks at home, defeated Europe will not grudge them the most superior monolith. It seems that a man of wealth and leisure finds no interest to keep him in New York compared to what allures him to foreign capitals.' If obelisks make a *factor* of the sum of foreign allurements, by all means let New York have one or more all to herself." The weather has also its "factor," according to the *Globe*, May 28, 1877: "As one of the *factors* of weather, such as temperature, humidity, or atmospheric pressure." So also the decline of English opera is to be attributed to a "factor." "But we, while lamenting that no English opera exists, overlook the most essential *factor* in the case. Take our music schools, for example. What is the Royal Academy of Music doing on behalf of opera? Absolutely nothing beyond providing a small supply of men for the orchestra."—*Daily Telegraph*, October 25, 1877. The Jesuits and Jesuitism have also their "factor." "Jesuitism has been charged with atrocious crimes, credited with fabulous influence, supposed to possess almost superhuman cunning. But through evil report and

good report it has preserved its existence, and has made itself a *factor* not to be neglected by any statesman or historian."—*Daily News*, November, 1879. Mr. Gladstone, with his influential name and real scholarship, is also responsible for the misuse of the word. Mr. Gladstone's article on "the Hellenic *Factor* in the Eastern Question" appears translated into Spanish in the *Revista Contemporanea* of April 30. Following the example of Mr. Gladstone—and writing on the Eastern Question and Mr. Gladstone's attempted solution of it—the *Daily Telegraph*, November 30, 1879, says: "Another delusion dispelled by this war is that which apprehends Russia to be a civilizing *factor* in the East-European problem." Soap and water are also declared to come under the category of *factors*: "The Revising Barrister appears fully to appreciate the value of soap and water as an important *factor* in the progress of civilization." Crabs, lobsters, oysters, are "*factors*," though not of the highest order, according to the *Standard*, September 25, 1882: "Shellfish in the past, ever more than at the present date, occupied an important place in the history of man's dietary, though, indeed, if we are to accept without cavil Brillat-Savarin's famous dictum, '*Dis-moi ce que tu manges, et je te dirai qui tu es*,' they cannot be accorded a lofty grade among the *factors* of civilization."

Nihilism in Russia is also a *factor*, or it might be said a *malefactor*. "The desperation of the reckless minority organized against the czar is a serious *factor*, which cannot be left out of the account."—*Daily Telegraph*, September 22, 1882. "The false prophet of the Soudan is a *factor* in the situation with which the British Government will promptly have to reckon."—*Pall Mall Gazette*, October 24, 1882. A culinary artist who, in a popular penny journal, endeavours to instruct

the public on the secrets of gastronomy, informs his readers that "the great *factor* in the dressing of a salad is good Lucca oil and plenty of it," while another periodical says that "The essential *factor* of a good pancake is an egg." "A profuse expenditure of the coin of the realm, applied in a practical manner, has been a very powerful *factor* amongst not a few potent agencies in bringing ignorant, neutral, and apathetic voters to the poll."—*Globe*, March 12, 1882. A fashionable *society* paper, as journals of that class are absurdly called, declares that "one of the *factors* of her Majesty's health is a residence in the Highlands." A few further specimens of the abuse of the word in literary composition, are selected at random. "Russia has once more become a mighty *factor* in Europe."—*Daily Telegraph*, April 26, 1880. "The hostile attitude of Secocoeni is no new *factor* in the general situation in Africa."—*Times*, March 10, 1879. "The prepossession of the police against prisoners is a *factor* in any case for the prosecution."—*Daily Telegraph*, March 17, 1880. "Which made the old boots an expressive *factor* in the character of the man."—*May Fair*, April 5, 1879. "A good digestion is always quoted as a *factor* in the composition of happiness."—*Pall Mall Gazette*, April 29, 1880. "Whether Mr. Gladstone wishes it or not, he must be its (the new ministry's) vital *factor*."—*Standard*, April 13, 1880. "This country is still an important *factor* in the affairs of Europe."—*World*, March 24, 1880. "Fifty years ago the duel was still a recognized and important *factor* in English politics."—*Globe*, March 15, 1880. "A few years ago M. Rochefort was a serious *factor* in French politics."—*Daily News*, March 24, 1880. "The elector who, without being actually illiterate, is merely stupid, is one of the most perplexing *factors* that the

wire pullers have to reckon with."—*Daily Telegraph*, April 8, 1880.

Had and Would.—The colloquial use of the same contraction *I'd* for *I had* and *I would* has been extended imperceptibly into writing and printing, with results that threaten to supersede *would* altogether and to replace it most improperly by *had*. Some of our ablest writers have fallen into this inelegancy, or allowed their printers to do so—among others Mr. Thackeray, who says in "The Virginians," "I *had* rather have lost an arm;" and Mr. Carlyle, who has "a doom for Quashee (the negro) which I *had* rather not contemplate," instead of "*would* rather not." Instances of this unnecessary corruption of the word are to be found so far back as the days of Shakespeare, and a century later in the usually well written and classical pages of "The Tatler" and "The Spectator."

When *had* is followed by the word *better*, as in the phrase "you had better," it is an improper substitute for

would, though "you *had* better do so and so" has the small advantage of being more laconic than the synonymous phrase, "*It would be better* if you did so and so." When *had* is followed by *have*, its use is still more ungrammatical. Thus when the *Times*, March 12, 1879, says, "Sir Wilfrid Lawson *had* better *have* kept to his original proposal," it means that "Sir Wilfrid Lawson *would have* done better to keep, or to have kept, to his original proposal." So also the *Spectator*, March 2, 1879, when it wrote, "The motion *had* better be withdrawn," was guilty of a permissible colloquialism, but was grammatically incorrect, and should have written, "It *would* be better if the motion were withdrawn." In like manner the *Examiner* fell into the prevalent carelessness, when it wrote, March 2, 1879, "If the University of London, after an existence of forty years, cannot produce a competent man, it *had* better cease to exist."—*Gentleman's Magazine*. (To be continued.)

QUEEN'S COLLEGE CONVOCATION.

CHANCELLOR FLEMING'S ADDRESS ON UNIVERSITY DEGREES.—II.

(Continued from page 200.)

IT is evident to us all that education consists of two parts. First, that by which the mind and character of man are formed, by which he is taught habits of thrift or self-control, of industry and effort, by which he is fitted to fill an honourable place in life and become a worthy member of society. Second, the technical knowledge of a calling by which he may get his bread and live.

The advocates of the ancient languages appear to me to rest their argument principally on the ground that their study forms the best means

of attaining culture. They assert that the study of classics furnishes the best mental discipline, and that it is preferable to any other training for the permanent beneficial influence which it exercises on the character of the individual. The argument is as powerfully contradicted by authorities equally commanding respect. They contend that a training in the laws and principles and known facts of science, exercises an equally beneficial influence on the mind, and that for the purpose of attaining true culture a familiarity with modern litera-

ture and with the various branches of practical and theoretical knowledge is as sufficient as a classical education.

It may be asked, What is the precise meaning of the word culture? It is indefinite, and hence may be understood in different forms. But be the meaning what it may, must it not depend to a great extent on individual capacity and power of mind which the effort is required to develop and direct? May not the peculiarities of one mind suggest that it will derive advantages from the pursuit of classical studies, while in another case they point to the benefit of making modern researches the keystone of the arch we wish to construct? Physically, how rare it is to see two people in every way resembling each other. Mentally the diversities are perhaps as great. Do we not find natural aptitudes and incapacities in the same individual, which cannot be materially changed by any effort of education? We meet men in the possession of powers which find their place in one sphere marked by weakness in another. Some natures are logical, philosophical and contemplative, to whom the gift of fluent speech is denied. Scotchmen are laughed at by men of vivid imagination for their tendency to indulge in metaphysical speculations. There are gifted men and women who have a keen perception of all that is pleasant to the eye or ear in form or in sound, others have a high sense of the beautiful in colour or in words, who have no relish or capacity for the solid attractions of science. Our experience tells us that there are natures in whom some or all of these delicate perceptions are weak or wanting, and faculties of another kind predominate. How many of us are deficient in appreciation of music. Johnson's insensibility to it is well known. Luther delighted in it. But in accordance with the beneficent law of compensation, minds constituted

like that of Johnson may be distinguished by great intellectual power. We have only to suppose that proficiency in music was made the test of passing a matriculation examination to conceive the difficulties that would result. Men such as Johnson would undoubtedly be rejected. The Greeks taught music as a science; indeed, the main subjects taught in Greece up to the days of Aristotle were music and gymnastics. Of course, all are aware that music with the Greeks implied much more than with us, but the illustration is the same. Whatever it implied, its theory and practice were regarded of the first importance in training the intellect and in advancing morality. Music was held to have a humanizing effect on the man in performing all the social and public duties of life. Such was the Greek theory. Suppose music again obtained the same distinction, and was placed in the prominent position in the curriculum which classics hold. What shipwreck would there be to many a brilliant youth of high endowments and deep feeling, but weak in the perception of harmony. Indeed, had music in modern days been raised to the supremacy which classics have long held, the portal of the university would have been practically closed against many men who have become illustrious in the annals of their country.

It has been said that a defect in one faculty is compensated by a redundancy of power in another. One man may be colour-blind, but have the keenest perception of form—one unimpressed by music, but have a gift for mathematical analysis. A third, to whom the study of a language is weary and unprofitable, may be an untiring devotee of science. Men are not mentally uniform. It is wisely ordained that we differ in our tastes, in our capacities, in our power to undergo different kinds of mental

labour; and it seems to me that these differences claim fuller recognition from universities. No man or class of men should be placed in a disadvantage by the course of studies prescribed for them. The curriculum should be equally just to all. So far as it is practicable to do so, the scheme of studies should be framed with a view to bringing out the best mental endowments of the students; and academical degrees should be conferred in accordance with this principle.

In this University, the Arts course, in addition to the ancient classics, includes the study of modern languages and English literature, mathematics and natural science, physics and chemistry, mental and moral philosophy, history and political economy. An ample range of subjects for a liberal education. The day has gone by when classics comprised the education of a gentleman, and when it was held that if he knew nothing else but Latin and Greek, even in a perfunctory way, the individual was educated.

The traditional system of centuries back is departed from here. The teaching of this University establishes that the value of science and modern thought is recognized, and the staff has been strengthened in that view. Even since last Convocation two professors in science have been added to our number—men of high attainments, trained in the best schools of Europe. The Senate is step by step removing the embargo, as the new Calendar about to be published will show. Men reading for honours in mathematical or physical, or natural science, will hereafter be obliged to study classics only the first year, and even in that year they may take Latin, French, and German, instead of Latin and Greek; hence it follows that men of this class may take Latin and no Greek.

Looking at the advances which

have been made in the proper direction, and the spirit of progress which has been evinced, I feel warranted in saying that the determination of this University is, that it shall in no way be behind the demands of the time and the needs of the country in which we live. That the great aim is to maintain a high standard of education, and, as speedily as it can safely be done, to introduce all proper and desirable changes to render the teaching as unrestricted, as liberal and enlightened, as possible.

In considering what further change it may be wise to introduce, or if any further modification in the teaching be called for, it may be well to ask ourselves the question, What course would probably be followed under like circumstances by the Greek philosophers themselves? In this we can only judge by the course which they actually followed in their own day. Did the Greeks enforce the study of the languages and literatures of nations which flourished before them? Where in their writings do we find the annals and histories of the Chaldeans, the Assyrians, the Babylonians, the Medians, the Persians, or the Egyptians? Have the Greeks transmitted remains of the literature of these old civilizations or the still older civilizations of Central Asia? It is left to the distinguished scholars of this age to decipher the papyri of Egypt and the tile libraries of Babylon, and to exhume from the ruins of dead empires a rich mine of literary treasure. By the cuneiform decipherments of late years, we are carried back as far before the Greeks as the Greeks are anterior to ourselves to learn of the existence in pre-historic times of a great Turanian civilization in the plains of Mesopotamia; to learn of the "Accads"—a people allied to the Fins and Laplanders—who laid in Central Asia the foundation of a high civilization; who in-

vented the most complex system of writing that human ingenuity has ever devised. Is there any mention made by the classic writers of the literature of this and other early civilized races? If the Greeks were unconcerned about the older civilizations of the ancient world, if they studied no language but their own, would they in our circumstances adopt the course which we have followed? If such as Plato, Isocrates, and Aristotle, and others who moulded the minds of the youth of Greece, lived amongst us to-day; if such men were, in fact, Canadians, would they teach languages no longer spoken by any people? Would they insist upon every Canadian youth, whatever his powers, going through a compulsory drill in the language of two pagan nations who flourished 2,000 years back? Does not the wisdom of such men, did not the practice of the old philosophers, dictate that the reading of the ancient languages in the original should be entirely optional, and that it should generally be left to those students who have a marked taste and talent for the study?

Personally, I would regret to see any change attempted in the teaching of this University which would in the least lower the standard of education. Rather it should be our effort to widen its basis and raise the structure to a higher elevation than ever before. The Arts course as it now exists need in no way be interfered with. In my judgment, it is inexpedient at this time to make any radical change.

The Arts course should be maintained in its integrity, in order that every student, whose turn of mind leads him to the study of the classics, should have an opportunity of perfecting himself in ancient literature as fully in Queen's University as in any sister institution. I believe, however, that the interests of the University would be consulted and benefit be ex-

tended to many among the youth of Canada if another complete course were instituted. The course suggested should be at least equal in rank and status to the Arts course; in it the study of the ancient languages should not be enforced; it should be marked by the special study of modern languages and modern literature and modern science, and it should embrace all subjects calculated to accomplish the objects of a genuine and generous education, and 'fit a man, intelligently and honourably, to perform every public and private duty in the twentieth century, now so soon to dawn upon us.

The practical effect of this proposition would be the division of the scheme of teaching into two main fundamental branches or twin faculties, "Arts Classical" and "Arts Modern."

The former, with Latin and Greek as its right arm, would carry with it the prestige of centuries and the traditional excellence and influence of its teaching. The latter need not necessarily exclude ancient literature either in the original or in translations; but the supremacy of classics would not be asserted and the acquirement of the ancient language would be entirely optional. The students without aptitude for the study, who derive no appreciable benefit from the efforts given to its pursuit, would no longer be compelled to pass what they hold to be so much unprofitable time of college life in the attempted acquisition. They would have an opportunity of knowing their own language thoroughly instead of being imperfectly acquainted with languages no longer spoken or used in daily life. The time gained by the abandonment of this study would be profitably turned to more congenial efforts, and, by concentration of attention, lead to a higher standard of excellence. There is a wide range of choice in the biolo-

gical sciences and in the new fields of thought which the mental activity of the last fifty years have opened up for cultivation. Modern languages may claim attention, but I venture to express the opinion that they should be held in secondary place. The student should be led thoroughly to master his mother tongue—that language which in schools of Northern Europe is now taking the place of Greek and Latin; that language, in the words of Macaulay, “less musical, indeed, than the languages of the south, but in force, in richness, in aptitude for all the higher purposes of the poet, the philosopher, and the orator, inferior to that of Greece alone.” No limit would be imposed to the student’s enquiry in Arts Modern. Philosophy could be studied side by side with the book of nature and the knowledge which relates to the phenomena of the universe. History, art, jurisprudence, political science, philosophy, and the whole circle of the sciences, mental, moral, and physical, would be made open to him, and his attention would be specially directed to “that noble literature, the most splendid and most durable of the many glories of England.”

These two main branches of teaching—the one based on the modern, the other on the ancient learning—would, although perfectly distinct, run in harmony side by side, as twin sisters under the nurturing care of the one loving mother. Their institution would conserve the venerated ideal of culture, the ancient literature which has come down to us encircled with a mystic antiquarian halo. The classics would be studied and continue to be valued, as they have always been, as scholastic accomplishments of great intrinsic worth. Free scope and opportunity would be given to every variety of intellect to develop itself. The newer knowledge which is becoming of greater importance

year by year as the world rolls on, would receive full and complete recognition, and the whole fabric of tuition would be calculated to meet every possible demand in this intensely practical age—in this essentially practical country.

I have dwelt at some length on this topic, but I trust the interest generally taken in the question of higher education with special reference to the peculiar circumstances of this country, together with an earnest desire to increase and extend the public usefulness of this institution, may be accepted as my justification. I am satisfied that the greatest elasticity possible in the teaching must undoubtedly result in the greatest good to the largest number of students. A university cannot bring into existence those gifted beings who now and then appear upon earth to exercise mighty influence and shed lustre on the human family. It cannot create a Shakespeare or a Burns, it cannot send out many unrivalled Admirable Crichtons, but it can call into action the mental faculties of ordinary mortals, and the attainment of their highest capabilities should be its aim.

In this institution we have a staff of professors with sound principles, high attainments, and on a level with the most advanced knowledge of the day. It will be their aim to call into activity the mental endowments of the students and direct them to the highest and noblest efforts. In unfolding the beauties of literature, the truths of science, and the lessons of history, these learned and enlightened men will always be animated by high ideals of true culture. The culture to inspire the mind with lofty conceptions of the infinite Being who has placed us here for a brief moment in endless time. The culture to lift the veil which conceals our own imperfections, and which opens our eyes to our own

insignificance. The culture which broadens our vision of humanity and enables us to discern the merits of others, and gives us a living sympathy with our fellows in whatever station—of whatever race or faith.

I cannot venture to detain you by saying much about a somewhat novel, although not unprecedented, feature in scholastic pursuits. I refer to the higher education of women, and the experiment which has been made in this institution, I am glad to say, with a measure of success.

The objects of institutions like this being twofold—general and technical—the one to cultivate and enrich the intellect, the other to qualify for professional life—they should be considered separately. The training of women for professions is debatable ground into which I shall not now enter, although, for my part, I have no hesitation in confessing my inability to perceive that even the mysteries of medicine should be concealed from them. Be that as it may, who, possessed with common justice, would urge that if the object of study be to inspire the mind with love of wisdom, of beauty, of goodness and truth, the inspiration should be withheld from women? If the object of education be culture, it may be a courteous compliment to the graceful sex to say that they need it not; it certainly cannot be urged that a monopoly of it should

be retained by men. If our sisters or daughters desire intellectual discipline—if they seek to enrich their minds from the treasure-house of learning, surely they should have open to them equal opportunities and advantages to those which our brothers and sons enjoy. I know of no reason why the women of Canada should not aim as high and have equal privilege accorded them as in other countries. Not long since I read the announcement that a woman had won for herself an academic degree at University College, London. Many learned women have acquired distinction as teachers in the University of Bologna, and some of them have occupied the Chair of Anatomy. In Germany learned women have shared the honours of the doctorate in philosophy and medicine. It would be exceedingly appropriate if this institution, bearing the title of our Sovereign, noble in her womanhood, should take a leading part in the higher education of the sex of which Her Majesty is so illustrious an example. It will be an event pleasing to us all if this University be the first in Canada to enrol the gentle sex among its graduates. It certainly will be a proud day for the Chancellor when he is privileged to encircle the head of some fair student with the laureate wreath as the emblem and reward of her academic success.

THE good teacher will have, in the first place, a good conscience. His counsellors should be few, but those of the best kind, if they can be got at. He should read the best books; for they can always be had. He is a hard working man, and has no time to waste with the foolish theories and quack nostrams which everybody in these days stands ready to peddle out. He should, in the brief hours he can spare from technical preparation, keep himself well acquainted with the living thought and the drift of the action of his time.—*The Critic*.

IT is well to know oats from wheat, an oak from an elm, and an elm from a beech, or an ash, or a maple; to recognize a walnut in the hull from chestnuts in the burr; to avoid confusing elder-berries with those which grow upon a poke-stock; to distinguish the merry, rollicking song of the robin from the whistle of the red-bird; to watch with eager eye

"The bluebird shifting her light load of song,
From post to post along the cheerless fence,"

and

"The thin-winged swallow floating in the air."

RHYME.

(Continued from page 225.)

OUR ministers and orators like to speak of sins of omission and commission, of apprehending but not comprehending, of bearing and forbearing, of health and wealth, and moil and toil. A western editor classed his births, marriages, and deaths as follows: "Hatched," "Matched," "Despatched." Sidney Smith said Puseyism was "inflection and genuflection; posture and imposture; bowing to the east and curtseying to the west." Gibbon was once quite pleased at a compliment which, it was said, Sheridan, on the trial of Warren Hastings, paid his "Decline and Fall of the Roman Empire," calling it the luminous page of Gibbon. "Luminous?" said Sheridan, when he was asked about it, "I said voluminous." Thackeray called Paul de Kock's novels and similar French works "fi-fi literature;" and foo-foo is nowadays a familiar cognomen of contempt. Such concerts in sound have always pleased the ear.

To the untutored mind the rhyme is a thing of vast significance; and the man who can make one is supposed to be possessed of the highest order of genius. I have seen people in New England, who thought they had developed the profoundest capacities of intellect, when they were able to bring the words "time" and "rhyme" into a juxtaposition, which would show their similarity of sound. These people believe rhyme to be synonymous with poetry. The descent from poetry to prose is easier than that from the sublime to the ridiculous. The following, for instance, is poetry:

There was a miller who owned a mill,
And if he aint sold it, he owns it still.

By changing the word "still" into "yet," it becomes prose. It is amusing to notice the exertion, the contortions of sense and grammar, and the distortions of pronunciation which are necessary to the composition of a few lines of this sort of poetry. The occasion requiring such an effort is often of a solemn character, and the poem in demand an epitaph or elegy. In Manchester, England, the following was discovered:

Here lies, alas! more's the pity,
All that remains of Nicholas Newcity.
N.B.—His name was "Newtown."

A correspondent, some years ago, told the story of a pole, standing bleak and bare upon the coast near the lighthouse at Holmes' Hole. "Years since, three fishermen went out to fish in a small sloop. During the day a heavy shower came on, and the lightning struck the sloop and killed the men. It was resolved by the inhabitants to erect a cedar pole over their grave, with a suitable epitaph. The intellect of the vicinity was brought into requisition to secure it; and the following was chosen from the epitaphs submitted:

Here lie three friends who in their lives
Were never known to rankle;
Holmes' hole, cedar pole,
Crenkle, crinkle, crankle.

The last line is supposed to describe vividly the fact of death by lightning. The tablet could be seen in the churchyard a few years ago; but it is fallen now.

There is a surprising confusion of pronouns in the following, from an English tombstone :

Him shall never more come back to we,
But us shall surely one day go to he.

So the Puritans despised rules of accent when incompatible with rhyme and song :

The race is not always to be got
By them that fastest run,
Nor the battell by the peopell
That shoot with the longest gun.

The following is a Suffolk (Eng.) weather saying :

A Saturday's noon and a Sunday full,
Never was good nor never wull.

The ludicrousness of this sort of mispronunciation has been shown to advantage in the exquisite and artistic little poem relating the story of "George Washington" and the apple tree, commencing,

There once lived a plantier
With a son, his only love ;
To whom, upon his birth-day
A bran new axe he giv.

Sometimes words are expanded or contracted for purposes of rhyme. An instance of expansion is the new version of "poeta nascitur, non fit :

T'aint every man can be a poet,
No more'n a sheep can be a go-at.

A company of Irishmen, it is said, becoming possessed once of two fowls, agreed that they should be given to the man who could make six lines of poetry on the spot. The successful rhymster achieved his triumph by contradicting his words whenever necessary, as follows :

Good friends, as I'm to make a po'm,
Excuse me if I just step home.
Two lines already—be not cru'l,
Consider, honeys, I'm a fool.
There's four lines—now I'll gain the fowls,
With which I soon shall fill my bow'ls.

As a contrast to the difficulty experienced by people unpractised in rhymes, it is astonishing how those

who are accustomed to handle words, as the stonelayer handles the stones that are to go into the wall, will place them and fit them so as to conform to the framework of the verse and to produce all sorts of harmonious and pleasant methods of expression. There seems to be scarcely a word in the English language which by some device, illegitimate and undignified though it may be, may not be hampered into rhyme.

Byron said that there was no English rhyme for "silver." A correspondent of the *Evening Post* proposed, some time ago, that its readers should exercise their ingenuity upon it. Half a dozen communications appeared in answer. One man wanted to know where the correspondent was brought up, not to remember the affecting lyric :

Little Dickey Dilver
Had a bow of silver—
He bent his bow to shoot a crow
And killed the old cat in the window.

Another refers to Kilve, a place mentioned in one of Wordsworth's poems, and produces a rhyme with the words, "kilve or." Carl Benson pointed out that rhymes could be made to any extent by separating words, as—

In this world of ill, vir-
Tue often yields to silver.

Mickey Rooney, sometimes known as the Alderman, gave two lines, in which there was reason, if there was no rhyme :

When for good milk we pays our silver,
What the divil do they give us swill for?

Oue from the Latin was good :

You ask, Can you give a rhyme for silver?
Nil vir.

After all, there was no good English rhyme produced.

The next hard word produced was "spirit." One suggested "clear it,"

"fear it," etc.; another broke the word irrit-able into two parts, but a third was successful in finding in the dictionary the word "skirrit," which is the name of a garden plant. A correspondent calling himself "Quicquid," asked for a rhyme for "liquid." Mickey Rooney proposed "chickweed," which they "often cure the sick wid." "Thick quid" was suggested by several, as:

Of tobacco from Virginia a sc'lor chews a
thick quid,
He then from time to time ejects the brown-
ish liquid.

Also:

If from headache you'd be quick rid,
Abandon stimulating liquid.

The "Knickerbocker Magazine," some years ago, offered a brass quarter dollar to the person who would find a rhyme for window. The prize was won by the following excellent stanza:

A cruel man a beetle caught
And to the wall him pinned, oh!
Then said the beetle to the crowd,
"Though I'm stuck up I am not proud,"
And his soul went out at the window.

For the word "garden," "barr'd den" and "harden" have been suggested. For "carpet," "harp it" was proposed; and also the following "to a pretty barmaid":

Sweet maid of the inn,
'Tis surely no sin
To toast such a beautiful bar pet.
Believe me, my dear,
Your feet would appear
At home on a nobleman's carpet.

"Chicago" has been supposed to offer difficulties; and an unfortunate person has used "cargo" and "embargo" in a poem about it. But a right-minded youth has referred to some one by the name of Iago, who wanted to let his pa and ma go to the city of Chicago.

It is said that Coleridge, being asked for a rhyme for Juliana, replied:

Coughing in a shady grove
Sat my Juliana;
Lozenges I gave my love,
Ipecacuanha.

It was not a correct rhyme, however, for the sound of "ana" is identical in both lines. Hannah, manna, or Hosanna would have been better. As a counterpart to a line ending with Germany, Coleridge wrote, "Where sheets of paper we did blur many."

"Porringer" has been rhymed as follows:

The Duke of York a daughter had,
He gave the Prince of Orange her;
Then said the prince, "Oh, I'm so glad,
She'll make a rousing porringer."

The word "Timbuctoo" has occasionally employed the wit of writers. Here is one stanza:

I went a hunting on the plains,
The plains of Timbuctoo;
I shot one buck for all my pains,
And he was a slim buck, too.

Another proposed, if he were a casowary on the sands of Timbuctoo, to eat a missionary, body, clothes, and *hymn-book too*; while a third, during the time of Mr. Buchanan's presidency, included Jim Buck too.

The hardest English monosyllable to rhyme is "month."

A stanza is extant, I believe, which breaks the phrase "gun thrown away," so that "gun th—" becomes a rhyme; and another rhymster says he tried a hundred times and succeeded the hundred and onth. But most people will disagree with him in calling that a success. There are but two or three good rhymes for "step;" though, of course, by separating syllables a great many may be produced.

"Twickenham" was supposed to be a rather difficult word for the poet; but a contributor to "Punch" exerted himself, and produced the following:

ON THE RIVER.

I sat in a punt at Twickenham,
I've sat at Hampton Wick in 'em—
I hate sea boats, I'm sick in 'em—
The man, I, Tom, and Dick in 'em.

Oh, gentles ! I've been pickin' 'em
 For bait, the man's been stickin' 'em
 (Cruel) on hooks with k'ick in 'em.
 The small fish have been lickin' 'em,
 And when the hook was quick in 'em,
 I with my rod was nickin' 'em,
 Up in the air was flickin' 'em.
 My feet, so cold, kept kickin' 'em,
 We'd hampers, with *aspic* in 'em,
 Sandwiches made with chicken ; 'em
 We ate ; we'd stone jars thick, in 'em
 Good liquor ; we pick-nic-ing 'em
 Sat, till our necks, a rick in 'em,
 We turned again t'wards Twickenham
 And paid our punts ; for tickin' 'em
 They don't quite see at Twickenham.

A revision of the last stanza of Lowell's "Beaver Brook" is worth noticing, as showing a remarkable facility in the use of rhyme. As first printed it read :

In that new childhood of the world,
 Life of itself shall dance and play ;
 Fresh blood through Time's shrunk veins
 be hurled,
 And Labour meet Delight half way.

Few persons, not practised in verse, could have made different endings to the first and third lines with but the change of four words. As now printed it reads :

In that new childhood of the earth,
 Life of itself shall dance and play ;
 Fresh blood in Time's shrunk veins make
 mirth,
 And Labour meet Delight half way.

Puttenham gives a plan for testing a master of verse. "Make me so many strokes or lines with your pen as ye would have your song contain verses ; and let every line bear its several length even as ye would have your verse of measure, suppose of four, five, six, eight or more syllables, and set a figure of every number at the end of the line, whereby ye may know its measure. Then where you will have your rhyme to fall, mark it with a stroke or semicircle passing over those lines, be they far or near in distance." After this, he says, give the theme ; and if a man writes a poem according to the direction he is "master of the craft."

A literary society of Toulons, during the reign of Louis XIV., proposed annually, for some time, rhymed ends for a song, generally in honour of the king, and the writer of that which was deemed the best, received a silver medal. It is said that the French writer Dulot, in the seventeenth century, once complained to some friends that he had lost a number of papers, among which were three hundred sonnets. Surprise being expressed that he had written so many, he explained that they were merely sonnets in blank or rhymed ends of sonnets which had not yet been filled in. A French writer named Mallemaens, who died in 1716, wrote a "Defiance of the Muses," consisting of a collection of thirty sonnets, composed in three days, on fourteen rhymed ends, proposed to him by a noble lady.

It is related by a young man named A. H. Bogert, a native of Albany, who died in 1826, aged 21, that he was never unsuccessful at any test of this nature. It was sometimes said that his impromptus were prepared beforehand, and his friends, Col. John B. Van Schaick and Charles Fenno Hoffman, on one occasion desired to put him to trial. Van Schaick picked up a copy of Byron, in which was the name of Lydia Kane, a clever and beautiful young lady known to them. As the name contained the same number of letters as the lines of a stanza of Childe Harold, Van Schaick suggested that the letters be written in a column, that he should open the book at random, and that Bogert should be required to write an acrostic on Miss Kane's name, with the rhymes of the stanza on which his finger should happen to rest. This was done, and the following was the stanza indicated by Van Schaick's finger :

And must they fall? The young, the proud,
 the brave,
 To swell one bloated chief's unwholesome
 reign?

No step between submission and a grave !
 The rise of rapine and the fall of Spain ?
 And doth the Power that man adores ordain
 Their doom nor heed the suppliant's appeal ?
 Is all that desperate valour acts in vain ?
 And counsel sage and patriotic zeal,
 The veteran's skill, youth's fire, and man-
 hood's heart of steel ?

The time fixed was ten minutes ;
 but before that had passed, Bogert
 had composed the following :

Lovely and loved, o'er the unconquered
 brave,
 Your charms resistless, matchless girl, shall
 reign !
 Dear as the mother holds her infant's grave
 In love's own region, warm, romantic Spain !
 And should your fate to courts your steps
 ordain,
 Kings would in vain to regal pomp appeal,
 And lordly bishops kneel to you in vain,
 Nor valour's fire, nor law's power, nor
 Churchman's zeal
 Endure 'gainst love's (time's up) untarnished
 steel.

It is a common thing to string to-
 gether an almost interminable number
 of words ending in *ation*, as in the fol-
 lowing supposed epistles :

MADAM :

Most worthy of estimation, after long con-
 sideration
 And much meditation, of your great reputa-
 tion,
 You possess my admiration, and if such ob-
 lavation
 Is worthy of observation, and can obtain con-
 sideration,
 It will be aggrandization beyond all calcula-
 tion,
 To the joy and exultation
 Of yours, SANS DISSIMULATION.

SIR :

I perused your oration, with much delibera-
 tion,
 And a little consternation, at the great in-
 fatuation
 Of your weak imagination to show such ven-
 eration
 On so light a foundation ; but after examina-
 tion
 And serious contemplation, I suppose your
 animation
 Was the fruit of recreation, and had sprung
 from ostentation
 To display your education by odd enumera-
 tion,

Or rather multiplication, of words of the
 same termination,
 Though of great variation in each respective
 signification.
 Not without disputation, your laborious ap-
 plication
 To so tedious an occupation, deserves com-
 mendation,
 And thinking imitation a sufficient gratifica-
 tion,
 I am, without hesitation,
 Yours, MARY MODERATION.

Another has written a poem on
 Night, with several lines on one syl-
 lable, commencing :

Light
 Fades,
 Night
 Shades
 Appalling
 Are falling.

Southey's " Cataract of Lodore " is
 a wonder of rhyme. The original
 idea of that poem was probably taken
 from some lines in Garnett's " Tour
 of Scotland," which are stated to have
 been found in an album kept at the
 inn at Lanark, as follows :

What fools are mankind,
 And how strangely inclined
 To come from all places
 With horses and chaises,
 By day and by dark,
 To the Falls of Lanark !
 For, good people, after all,
 What is a waterfall ?

(The question might receive a
 somewhat different reply at the pre-
 sent day than the poet gives.)

It comes roaring and grumbling,
 And leaping and tumbling,
 And hopping and skipping,
 And foaming and dripping,
 And struggling and toiling,
 And bubbling and boiling,
 And beating and jumping,
 And bellowing and thumping,
 I have much more to say upon
 Both Lime and Bonniton ;
 But the trunks are tied on,
 And I must be gone.

In Rogers' " Table Talk," it is said
 that Porson was very fond of repeat-
 ing these lines. One of the most

difficult feats of rhyming ever performed was Hood's "Nocturnal Sketch," in which each line ends with three rhymes. It commences:

Even has come; and from the dark park,
hark
The signal of the setting sun—one gun!

Most of the poets have amused themselves by overcoming stubborn words; Butler (in *Hudibras*) and Byron, perhaps, as much as any others. Swift's letters to Sheridan are very odd, but do not contain many perfect rhymes. The verses of Winthrop Mackworth Praed are remarkable for the apparent ease with which they run to rhyme. In his poetry is seen, peculiarly, the truth of the hackneyed saying of Butler:

For rhyme the rudder is of verses,
With which, like ships, they steer their
courses.

He will sometimes follow out an idea that was suggested by a rhyme through two or three lines. He, as well as Butler, would use Ralph or Ralpho without regard to appropriateness, according to the exigencies of his verse. The influence of the rhyming and alliterative words is quite evident in the following lines from "Marriage Chimes," taken almost at random:

Some victims fluttered like a fly,
Some languished like a lily;
Some told their tale in poetry,
And some in Piccadilly.
Some yielded to a Spanish hat,
Some to a Turkish sandal;
Hosts suffered from an *entrachas*,
And one or two from Handel.

Or in this couplet:

She was a very pretty nun,
Sad, delicate, and five feet one.

And what queer rhymes he has; as mole stir, bolster; ashes, moustaches; scientifics, hieroglyphics; Venus, between us; effron'try, country; rondo, John Doe; pedantic, Atlantic; pater-noster, Duke of Glo'ster; suggestions,

questions; pyxes, crucifixes; Venice, tennis; mighty, Aphrodite; comical, astronomical; sick, Catholic; sing, revelling; trust in, Augustin; lilies, Achilles; lop-sided, I did, etc. Lowell has many ludicrous rhymes, not only in his imitations of the Yankee dialect, but elsewhere; as in the poem "To J. B. on sending me a Seven-pound Trout," where we find, for instance, "college or," and "sog-dologer;" "moccasins," and "stock o' sins;" "falls as soft," and "appals us oft;" "tragi-comedies," and "with cool *aplomb* at ease;" "o'erstep it half," and "epitaph."

In writing any macaronic sort of verse, the liberty of changing the language on the pronunciation of a word takes away some of the difficulty of rhyming. This is evident in Burns' works, as in the use of the "gie us" with "see us;" "hame" (home) with "dame;" "stane" (stone) with "rain;" "siller" (silver) with "miller;" "brither" with "together;" or in the following stanza from the lines "On a Scotch Bard gone to the West Indies."

Jamaica bodies, use him weel,
An' help him in a cozie biel;
Ye'll find him aye a dainty chiel,
And fu' o' glee;
He wadna wrang'd the vera de'il,
That's owre the sea.

It would have been somewhat difficult to weave the words well, biel (or shelter), child, and devil into a similar poem.

It has often been strenuously urged that rhyme is a curse to our literature, and many efforts have been made to write pleasing verse without its use. The result has been to give an infinite and delightful variety to our poetical literature, but not to banish rhyme from it. Warton, speaking of Lord Surrey's translation of the second and fourth book of Virgil as the first pretentious composition in blank verse in the English language,

calls it a noble attempt to break the bondage of rhyme. Blank verse was then growing fashionable in the Italian poetry, the school of Surrey. Felice Figliuci, a native of Sicuna in Tuscany, as quoted by Warton, "In his admirable Italian commentary on the ethics of Aristotle, entitled 'Filosofia Morale Sopra il libri d'Ethica d'Aristotle,' declaims against the barbarity of rhyme, and strongly recommends to his countrymen a total ejection of this Gothic ornament. He enforced his precept by his own example, and translated all Aristotle's quotations from Homer and Euripides into verse without rhyme. Gonsalvo Perez, the learned secretary to Philip of Spain, had also recently translated Homer's *Odyssey* into Spanish blank verse."

In the sixteenth century, a writer named Campion published a treatise denying the utility of rhyme, and proposing certain metres without rhyme appropriate for various subjects. Here is a stanza of one of the best examples, suitable, he says, to express any amorous conceit :

Rose-cheeked Laura came !
Sing thou smoothly with thy beauties
Silent music, either other
Sweetly gracing.

It might be interesting, if there were space, to give examples in juxtaposition of all the metres which have been used in our language without rhyme, such as in Southey's *Thalaba*, Collins' *Ode to Evening*, Shelley's *Queen Mab*, Longfellow's *Evangeline* and *Hiawatha*, etc. I cannot forbear, however, quoting a few lines from Coleridge's *Imitation of the Catullian Hendecasyllables*, which always read very pleasantly to me :

Hear, my beloved, an old Ovidian story.
High and embosomed in congregated laurels
Glimmered a temple upon a breezy headland ;
In the dim distance, amid the skyeey billows
Rose a fair island ; the God of flocks had
placed it.

From the far shores of the bleak resounding
island,
Oft by the moonlight a little boat came float-
ing,
Came to the sea-cave beneath the breezy
headland,
Where, amid myrtles, a pathway stole in
mazes,
Up to the groves of the high embosomed
temple.
There, in a thicket of dedicated roses,
Oft did a princess, as lovely as a vision,
Pouring her sou' to the son of Cytherea,
Pray him to hover about the light canoe-boat,
And with invisible pilotage to guide it.

Lyrical verses are common without as well as with rhyme, in the Spanish and Italian. The French have been generally unsuccessful in any verse which dispenses with rhyme. A number of attempts were made to introduce the rules of Latin prosody. A writer named Mousset, in the first part of the sixteenth century, translated the *Iliad* and *Odyssey* in this manner ; but the work has been lost. In 1556, the poet Jodelle wrote some works in hexameters and pentameters. Near the close of the eighteenth century, the cabinet minister, Turgot, following up the unsuccessful efforts of the poets of the Renaissance, translated portions of the *Æneid* in hexameters, but only printed a dozen copies of his work. It was afterwards republished, however. A French poem in blank verse, called the "*Sylvandire*," or the *Living Dead*, was published in 1625. In 1826, some of the plays of Shakespeare were translated by an author of Marseilles, Brunière, in which the writer gave blank verse, prose, and rhyme as in the original.

The Ex-King of Holland, Louis Bonaparte, father of the present French Emperor, published, in Florence, in 1827, a treatise on poetry, in which he proposed a new system of versification. It was not, however, adopted by any one else.

It has gone into an axiom that rhyme is likely to war with reason. It

is insisted that it leads authors out of the course of their thoughts, that it distorts all attempts at true expression, that it twists all senses from their original intention, that it wrests syllables from their true pronunciation, that it couples a system of padding, or using extra and unmeaning words to supply the needed sounds, and that it encourages a sing-song style of reading. Ben Jonson sums up these arguments in his denunciation of rhyme and of its inventor :

Rhyme the rack of finest wits
That expresseth but by fits
True conceit ;
Spoiling senses of their treasure,
Cozening judgment with a measure
But false weight ;
Wresting words from their true calling,
Propping verse for fear of falling
To the ground ;
Joining syllables, drowning letters,
Fastening vowels, as with fetters
They were bound ;
Soon as lazy thou wert known,
All good poetry hence was flown,
And art banished,
For a thousand years together
All Parnassus' green did wither,
And wit vanished.

• • • • •
He that first invented thee,
May his joints tormented be,
Cramp'd forever ;

Still may syllables jar with thee,
Still may reason war with rhyme,
Resting never !
May his sense, when it would meet
The cold tremor in his feet
Grow unsunder,
And his title be long fool,
That, in rearing such a school,
Was the founder.

But all these are objections, not so much against rhyme, as against the careless use of it. It must be the work of the poet to obtain the best effects of rhyme, and at the same time avoid these faults. It should be entirely subservient to sense and expression ; and in reading, should be noticed only as a subtle undertone of harmony. True pronunciation should be preserved. The conventional rhymes of Pope and Dryden, such as breathe with breath, ease with increase, constrain with restrain, said with laid, door with poor, etc., are worse, I think, than no rhymes at all, notwithstanding that Walker, in the Rhyming Dictionary, excuses and even partially commends them. But when artistically used, rhyme becomes one of the choicest decorations of literature.—*From Putnam's Magazine for May, 1869.*

SOME ESSENTIALS.

BY J. O. M., MADOC.

IN these days of educational progress we of Ontario may truly be said to be method mad. We have advanced so far, and have outstripped so many in the struggle for first place, that to halt for a moment, even for the performance of necessary ablutions, is now considered the height of folly. True, we have not made the pace so fast and furious without accumulating a considerable amount of mud ; but this is of small moment so

that our Programme of Studies be revised continually, our methods of Factoring be *comme il faut*, and our Tests be sufficiently severe to terrify the mind of youth. Young and inexperienced teachers are constantly reminded that they must proceed from the known to the unknown : when we have mastered the next difficulty in methods, it will be quite in order to proceed from the unknown to the unknowable.

But "let us never glorify revolution!" So has said one of our greatest writers; and if we are not to glorify revolution, so also must we be careful lest we lend ourselves to the inculcation of a revolutionary spirit in educational matters. While, therefore, it may be necessary to deplore the slavish attention to methods now pursued in the training schools, it is only to be regretted in so far as it excludes other more essential things. That this is emphatically the case, especially in the Model Schools, is attested not only by the experience of teachers who have attended them, but also by the general standing of the mass of teachers in the rural schools.

It is generally conceded that if a moderate amount of the true teaching spirit is infused into the young teacher, experience will do a great deal towards supplying him with those methods best adapted to individual circumstances. Not that any amount of enthusiasm alone will make a thoroughly efficient teacher, but it is far more certain that the most complete mastery of methods will fail where the teaching spirit is absent. This is the foundation, the grand secret of success. Methods, management, and school organization form the superstructure, and to these things almost exclusive attention is paid. The state of the schools speaks to these truths, the social and intellectual condition of the rising generation is a sufficient warning to those who are moulding the educational system. To make teachers many things are needed; not the least is, that the present order of procedure should be inverted, and that technicalities be placed last and least, not first and altogether.

The first thing that a teacher needs on going to his work, is a sense of deep responsibility. More than any other, the teaching profession is used as a stepping-stone to something else. Perhaps this is to be expected under

existing circumstances; but it is wrong that the teacher, intending to remain in the profession for a few years, should consider himself released in any degree from all the cares and responsibilities of his position. It is well, however, to see clearly what this responsibility is. Certainly not merely careful attention to school duties and self-preparation. These are essential things; but they are insisted on in the training schools. Every teacher is responsible for the education of his pupils. Education is a form of evolution; from the darkness into the glorious light. What is its end? To make adepts in the principles of symmetry? Symmetry is a good thing; we need more of it in educational affairs. The end of all education is to make good citizens—not clever citizens—not good business men—good citizens. "How can I make my pupils better?" This is the first and all-important question. The child is weak, terribly weak; but it gathers strength with wonderful rapidity. How frail, yet beautiful, is the mind of a little child. What is the responsibility of him who has to tend it during this period of growth? Is it often considered? In the present age, and in the rural schools, the final responsibility is greater upon the teacher than upon the parent. This is wrong, but there are a good many things wrong in the present state of society. In a great majority of cases, children are not "brought up" at all at home. They receive about the same care that a conscientious farmer gives to his horses; for the rest—they grow. But when they come to school there is something more definite. The teacher either strives, or does not, to inculcate right principles; he teaches reverence for truth, honour, holiness, and humility, or he does not; and the result too often is, that the pupils grow more rapidly than at home. The point is to prove the teacher's

responsibility. How long is the second stage of "this strange eventful history" to consist in

— "the whining school-boy with his satchel,
And shining morning face, creeping like snail
Unwillingly to school."

And how long is it to continue a stigma upon schools and school-masters?

There can be no right responsibility without a deep feeling of morality to pervade man's aims and purposes. Without an anchor there will surely come shipwreck. This is especially true of the teacher. He who goes to his work without this *cui bono* sins against conscience and his fellows. The words of Emerson are admirable upon this point. "But one condition is essential to the social education of man, namely, morality. There can be no high civility without a deep morality. . . . The evolution of a highly-destined society must be moral; it must run in the celestial wheels. It must be catholic in aims. What is *moral*? It is the respecting in action of catholic or universal ends." How far this first principle directs and governs the work of every teacher he alone can tell. If it is not the main factor, the work is a failure, and it is time to think of beginning over again. Let us only remember that all beauty of character, all true manhood, all good citizenship, depends upon the development of the moral element in man's nature, and we possess the key to the right education, which is the teaching of wisdom.

Another point necessary to the highest success is, that the teacher must understand the true dignity of his position. The profession is constantly degraded by the mistakes of teachers themselves, and it is often looked upon as the meanest of trades. How often do the children of wealthy

parents "hire out" to a board of trustees? Doubtless one cause of this is the smallness of emoluments. But there is something behind. There is an outward show of respect to the profession, because that is fashionable, but beneath there is often the feeling of contempt for the collective body. The prime reason for this is, that teachers do not appreciate their own dignity. Where self-respect is wanting, it is absurd to expect anything more than toleration at the hands of others.

Every position of dignity entails something of exclusiveness. In large cities the teacher is perhaps condemned to a certain degree of isolation from force of circumstances, but in rural districts his name is a by-word, and he is perhaps more thoroughly discussed than any other member of the community. He is expected to visit constantly at the homes of his pupils, and he is often expected to say, with hat in hand, to every rate-payer in the section, "Your humble servant." Now, it is right and proper the teacher should know very thoroughly the parents of every pupil in his school; it is right and proper that he should feel some interest in their work and manners, so far at least as the children are likely to be concerned; but it is very wrong that all these parents should know *him*—too intimately. The old saw about familiarity applies with peculiar force to the relations between parent and teacher. On the side of the parent there should be respect—nay, reverence—perfect candour, and a strong desire to assist in the education of his child; on the part of the teacher there must be the sense of personal and professional dignity, and a feeling of interest in and sympathy with parent and pupil and their surroundings. Is not the position often strangely different? Does not the rate-payer sometimes receive all the respect, while,

under very favourable conditions, the teacher may manage to extort a little sympathy? In order to be master of the situation, and to fill his position with credit to himself and honour to his profession, the teacher must live largely within himself. Affability should express the sum of his relations with the general public—not thoughtless familiarity.

Look at it which way we will, the profession needs to undergo a system of "levelling up." To accomplish this, we must look largely to its individual members. They have many duties; they owe much to society; they owe perhaps more to themselves. And we must not forget at the same

time what society owes to the profession. Primarily, it is the duty of society to see that the whole system of education is untrammelled by the meshes of politics—that it is apart from and above the political sphere; and that the members of the profession are not liable to be insulted, as they were last year by Mr. Blue's circular. Secondly, it is the duty of society to treat the profession, individually and collectively, with that respect which is necessary, in order that the greatest good may be accomplished, and that it may take its true place among the orders which lead and direct the various phases of intellectual life.

A BOY'S BOOKS, THEN AND NOW.—XIII.

BY HENRY SCADDING, D.D., TORONTO.

(Continued from page 222.)

(c) *Bailey.*

NEXT, we have the world-famous Bailey. Few households, in former days, were without a copy of Nathan Bailey's Universal Etymological Dictionary. This was the authority commonly appealed to for derivations, definitions, orthography, orthoepy, and so on. The title-page was of the usual very comprehensive kind, and wound up with the statement that the volume before the reader contained "many thousand words more than either Harris, Philips, Kersey, or any English Dictionary before extant." The whole work, it is stated, is "compiled and methodically digested, as well for the Entertainment of the Curious as the Information of the Ignorant, and for the benefit of young Students, Artificers, Tradesmen, and Foreigners who are desirous thorowly to understand what they Speak, Read, or Write." The copy here before us

is of the third edition, and is dated 1726. It is printed for London booksellers bearing the names of Darby, Bettesworth, Feyram, Pemberton, Hooke, Rivington, Clay, Batley, and Symon. I have here also the second volume of Bailey, which is not often to be seen, as it was published independently after an interval of ten years, and is seldom found in company with its fellow. This also has a title-page quite as full as that in the first volume. In addition to innumerable other things, there is in the second volume "a collection and explanation of words and phrases used in our antient Charters, Statutes, Writs, old Records, and Processes at Law; also the Theogony, Theology, and Mythology of the Egyptians, Greeks, Romans, etc., being an account of their Deities, Solemnities, Divinations, Auguries, Oracles, Hieroglyphicks, and many other curious Matters neces-

sary to be understood, especially by the Readers of English Poetry." And, on the whole, this is declared to be "a Work useful for such as would understand what they read, speak what they mean, and write True English." This second volume, moreover, is an early instance of an illustrated Dictionary. Into its text are worked "above five hundred Cuts (woodcuts), giving a clear idea of those Figures not so well apprehended by Verbal Description."

A Latin Dedication is prefixed to each volume. The first is "to the most illustrious prince, Frederick Louis, duke of Gloucester, and to the most serene princesses, Anne, Amelia, Sophia, Elizabeth, and Caroline, the most renowned offspring of the most serene George Augustus and Wihelmina Charlotta, of Wales." The prince and princess of Wales, here named, are the personages who afterwards became king and queen of Great Britain, as George II. and Caroline, Charlotte and Caroline being synonymous. Bailey refers, in exceedingly loyal terms, to the advent of the first George, under whose most gentle and just rule, he says, the country still enjoys in their integrity, its Liberty, its Laws, and its Religion; and he rejoices that in the numerous progeny of the heir-apparent visible pledges are given of a long continuance of such blessings. He then singles out the heir-apparent in the second degree, Frederick Louis, and he prays, when, at a future time, it shall be the Divine will that his father and grandfather (*i.e.*, George I. and George II.), after being sated with this life and terrestrial felicity, shall exchange the British crowns for celestial ones—that then, happy Britannia and delighted Posterity may rejoice at seeing him (Frederick Louis) wielding the sceptre of his two immediate ancestors. Hoc animo pientissimo exoptat oratque. (This Frederick Louis

was the father of George III., and never wielded his father's or grandfather's sceptre.) Bailey expresses the hope that his Dictionary—all unworthy though it be of such honour—will minister help in some humble degree to the young princes and princesses in the prosecution of their English studies.

The second volume is addressed to the same serene princes and princesses as the first; but now ten years have slipped by, George I. is dead; and George Augustus and Wihelmina Charlotta are king and queen of Great Britain. Bailey briefly recalls the fact of the presentation of a former volume, to which the book now offered is a supplement; and he prays for the princes and princesses long life, uninterrupted happiness, and an admission at last (*quamvis sero*) to a blessedness that shall be eternal.

The English Prefaces to both of Bailey's volumes are very interesting, embracing, as they do, a history, as he speaks, of "the steps and gradations by which the English Tongue has arriv'd to what it now is." He, of course, is not in advance of his age, and does not handle his subject after the philosophical manner of a modern philologist. Nevertheless, Bailey did good service in his day and generation. He speaks modestly of his labours, and gracefully retires from the presence of the reader under cover of the well-worn Horatian couplet: *Siquid novisti rectius istis, Candidus imperti; si non, his utere mecum.*—It was on the title-page of this book, by the way, that I observed for the first time, as a lad, the epithet "philologos" appended to a name—"N. Bailey, philologos" (in Greek characters). There always seemed to be something mystical about this; like "philomath" or "philomathes" after the name of almanac-makers. (On the title-page of the "Upper Canada Almanac," printed aforetime

here at "York, U.C.," the compiler's name appeared thus: "James G. Chewett, Philomath's"—given, by printer's misapprehension, in 1827, as "Phil'o-Math's." On this, as on "philologos," appended to Bailey's name, I used to gaze, without properly understanding the expression.)

Bailey's Dictionary, like Minsheu's, is a mine of curious, miscellaneous matter. In the dearth of books in former years one used often to fall back on Bailey at leisure moments, and there is no saying how much Bailey had to do with the prime shaping of one's ideas and notions. His little discourses on English proverbs, scattered up and down throughout the first volume, were always favourite reading. "A cat may look upon a king," one was told, "was a saucy proverb generally made use of by pragmatical persons who must needs be censuring their superiors, and take things by their worst handle and carry them beyond their bounds; for though peasants *may* look at and honour great men, patriots and potentates, yet they are not to spit in their faces." Again, "The Belly has no ears." "This proverb," Bailey remarks, "intimates that there is no arguing the matter with hunger, the mother of Impatience and Anger. It is a prudent caution not to contend with hungry Persons or contradict their quarrelsome tempers by ill-timed apologies or Persuasions to Patience. It is a lecture of civility and discretion, not to disturb a gentleman at his repast, and trouble him with unseasonable Addresses at Meal-times." Other items from Bailey, in either the first or second volume, are these:—Crank, a sea-term; a ship is said to be crank when she cannot bear her sail, or can bear but a small part, for fear of oversetting." By a metathesis from this, I suppose the recent application of the term in the United States has come. A graphic sea-expression is given in "she carries

a bone in her mouth," which is said of a ship "when she makes the water foam before her in sailing." "Caudle," we are told, is "a confection made of ale or wine, eggs, sugar and spices, to be drank hot:" hence the name chaud, calidus. Another fearful confection, or rather concoction, was called Mum. "Black-mail" is a "rent either of money, corn, or cattle (paid formerly in the northern counties of England) to some persons in power inhabiting upon the Borders, allied with moss-troopers or known Robbers, to be protected from those ravagers." Sleep is explained to "consist in a scarcity of spirits, which occasions that the orifices or pores of the nerves of the brain, whereby the spirits us'd to flow into the nerves, being no longer kept open by the frequency of the spirits, shut up of themselves." "Tockawaugh" is "a wholesome and savoury root growing in Virginia." "Gin-seng" is "a wonderful plant growing in Tartary, which, in effect, makes the whole *materia medica* for people of condition, being too dear for the common people." (It was expected once that Canada would export gin-seng in quantities.) A "raccoon" is "a New England animal something like a badger, having a tail like a fox, being clothed with a thick and deep fur. It sleeps in the day-time in a hollow tree, and goes out at nights when the moon shines to feed on the sea-side, where it is hunted by dogs." I observe in Bailey accentuation marks inaccurately placed on a few classical words, as in Serapis, for example, umbilicus, querela, bitumen, which unfortunately must have established a wrong pronunciation of the said words in some quarters.

(d) *Dyche*.—I place by the side of Bailey the excellent Dictionary of Thomas Dyche, "Schoolmaster at Stratford-le-Bow," greatly resembling Bailey's book in arrangement and type and size. The speciality of

Dyche's Dictionary is that it is a revolt against the prevailing tyranny of Latin and Greek, and is expressly adapted to the use of non-classical students. It accordingly discards all that show of linguistic knowledge which is conspicuous in Bailey. That it was acceptable to a large class is evident from the fact that this copy, dated 1777, is a sixteenth edition. Twenty-four booksellers in London are concerned in its publication. Among them are the familiar names of Rivington, Longmans, Baldwin, Lowndes, Woodfall, Richardson, Newbery, Fielding. No Dedication appears, but there is the usual full title-page, in which it is set forth that the work is "peculiarly calculated for the use and improvement of such as are unacquainted with the learned languages." A grammar is prefixed, by means of which "such as understand English only, may be able to write as correctly and elegantly as those who have been some years conversant in the Latin, Greek, and other languages." Dyche's is not merely a verbal dictionary, but a treasury of biography, topography, and general knowledge; and many quaint things may be culled from it. Among others take "alchemy," for example, which, we are told, is "the art of purifying metals, and changing the less perfect into gold and silver; and the extracting of the spirit of minerals and plants. Raymond Lullius," we are then informed, "and Paracelsus, and others followed it; but they never found anything else but ashes in their furnaces, so that Kircher observes judiciously, that the quadrature of the circle, perpetual motion, inextinguishable lamp, and philosopher's stone, have cracked the wits of philosophers and mathematicians for a long time without any

effect." The bat is not classed among the mammals, but is "a bird that flies in or towards night." "Moskittos" are not only "very troublesome, small insects that afflict the West Indians by stinging them most severely," but are also "a small Indian nation on the north side of the continent of South America, who own the King of England as their sovereign, and learn the use of the English language, esteeming the Governor of Jamaica as one of the greatest princes in the world." (Just as our Huron and other tribes regarded Onontio, the French Governor at Quebec.) I do not find "potato" in Dyche; nor "flour" as an independent word. 'Thyme, the aromatic garden plant, he says, "is vulgarly called Time." We hear a contemporary growl on the subject of a recent increase in the tax on a favourite beverage. "Porter," we are informed, "is the name of a wholesome malt-liquor for which London *was* famous before the late additional duty." A slang term for the Monument in Fish street was "mum-glass," from some fancied resemblance in the emblematic object at its top to a glass used in drinking "mum"—a German drink, so-called, for the concoction of which an elaborate receipt is given. "Cravat" is "a kind of neck-cloth, with two ends hanging down before, somewhat longer than the bands were formerly, and plaited close together." "The fur of a lamb when dressed" is called "budge," and hence a company of poor old men who wait upon the Lord Mayor of the City of London at the Show, or day of his public entering upon his office, are called "budge-bachelors from being clothed in long gowns lined with lambs' fur."

SENTENCE-MAKING AS DISTINGUISHED FROM THE
DISSECTION OF SENTENCES.*

PRACTICAL methods of teaching are gradually gaining the ascendancy over the old system of cramming, and our schools are being taught by hard experience that the human mind is not a mere bag to be filled with knowledge, but that its several parts must grow in proportion, keeping touch and time together in the unity of a common sap and circulation, else growth itself is but decay in disguise. Losing sight of the fact that education is from within, we frequently, alas! destroy the productive, living power, by *pouring in too much and drawing out too little*. A farmer may till the ground, after the most approved fashion, the rains may water it, and the sun may diffuse his heat upon it; but if no seed has been deposited in the soil, the farmer will look in vain for a harvest. So is it in the cultivation of the mental soil: if we put in no seed we shall look in vain for an intellectual harvest. Again, our Canadian champion does not strengthen his muscle for boat racing by pounding iron on an anvil, but by getting into a boat and taking hold of a pair of oars. As in the education of the body so is it in the education of the mind: whatever we desire our pupils to *do* or to *know* we must set them right at it. While we believe that Canada has reason to be proud of her educational institutions, and while we believe, too, that her schools are giving their pupils much useful instruction, yet we fear that in many instances they are entirely failing to impart to them the most important

and fundamental power—that of using their native tongue readily and well. If language is the most useful instrument of the human family, and the widest avenue to man's highest and noblest study, is it not of great importance that our schools should spare no pains in imparting to their pupils this all-important and fundamental power; and if the sentence is the foundation, so to speak, of grammar and composition, and the threshold, too, of the golden palace of literature, is it not of vital moment that such a foundation should be of the choicest material and firmly laid? Some would have us believe that grammar teaches language, but experience, which is higher authority, furnishes ample demonstration of the fact that such is not the case. If it be true that grammar teaches language, how is it that high proficiency in this art has been acquired by those who have had a very limited acquaintance with the technicalities of the art, but who have had a loving acquaintance with the words of some favourite authors—masters of expression, and models of beauty in style? On the other hand, how is it that men who have spent their lives in the study of language and languages have fallen into error and ambiguity in the use of their mother-tongue?

We hold that an acquaintance with technical grammar is not indispensable to a practical understanding of language, which in all its aspects is a matter of habit rather than of rule. The present occasion moves me to protest with all possible earnestness against the introduction of technical grammar in the earlier stages of a Public School course, as I am fully persuaded that it is unprofitable and,

[* The Editor has inadvertently mislaid the communication that accompanied the MS. of this article. He is therefore unable in the present issue to give credit to its author. If the contributor will be good enough to communicate with the office, the acknowledgment will appear in next issue.]

in the majority of instances, regarded by its victim as a hopeless task—an intolerable bugbear. In relying too much upon the power of logical analysis which pre-supposes a grasp of thought possessed by few children in a thousand, we "do greatly err." Our grammars have been written from the wrong standpoint, and in consequence the subject has been taught wrong end first. We hold that, not elementary sounds, genealogies of words, and other dry bones of that ilk, but the complete thought, the sentence, is the starting-point in grammar. Even in our study of sentences have we not divested them of all meaning by a complicated and exceedingly wearisome and technical system of analysis? Analysis has been at a premium; synthesis, the building of sentences, has been almost ignored. Children can give expression only to the thoughts they have; therefore, we should induce them to speak and to write about what they know, even if they produce at first but very child-like sentences. Be it remembered that behind language lies thought, and that the expression of *our* thoughts is not the expression of the thoughts of our pupils. We must give our pupils ideas, and even with their limited vocabulary they will not be slow in making sentences; and as the most natural way of giving them thoughts is by means of objects, we should, as far as practicable, use these in furnishing ideas for sentence-building. It must be conceded that the object lesson is the first step in language, sentence-making the second, and analysis the third.

I have succeeded in developing a living interest in sentence-making in my own school, and am confident that the results of such exercises will far outweigh the benefits to be derived from a minute dissection of involved passages. To teach my pupils how to construct a simple sentence I per-

form a certain simple act in presence of the class. For example, I take the cork out of an ink bottle, and, having made sure that every member of the class saw me perform this act, I ask them to express it in words on their slates. I then examine each slate, and if I find that the act has not been properly described by any pupil I repeat it, and ask for another description. When all have succeeded in expressing themselves correctly, I require them to express the same thought by changing the order of the words, or by using different words. For example, "The master took the cork out of the ink bottle." "The cork was taken out of the ink bottle by the master." "The master uncorked the ink bottle." "The ink bottle was uncorked by the master." The exercise may be varied by getting one of the pupils to perform the same or similar acts.

In teaching how to construct the simple sentence, let it be fully impressed upon the scholars' minds that it is the expression of a thought, and that the sentence ought to begin with a capital letter and end with a period. Hundreds of such acts may be performed before the class by means of objects that are quite familiar to the pupils. By means of this kind, I find that the juvenile imagination is easily awakened, and that the children experience little difficulty in constructing scores of similar sentences. The importance of studying well the simple sentence will appear from the fact that all other sentences of a more complicated structure are derived from it by one or other of two principles. The forms of the complex sentence spring from those of the simple sentence by a principle of substitution. Every part of the simple sentence, with the exception of the predicate itself, may have its place supplied by a sentence. Substitution for the adjective gives the adjective-

sentence, as when we render the sentence, "The virtuous man is happy," in this form, "The man who lives virtuously is happy." Substitution for the noun gives the noun sentence, as when we render the sentence, "Success depends on our own exertions," thus: "Whether we shall succeed depends upon how we exert ourselves;" and substitution for the adverb gives the adverbial sentence, "The boy returned speedily;" "The boy returned without loss of time." All the forms of the compound sentence arise from those of the simple sentence by a principle of combination; and if we consider those sentences which are at once compound and complex, we find them formed from the simple sentence by a union of the two principles already named. To teach the complex sentence I proceed as follows:—I place on the desk, say, two books, a Third and a Fourth Reader; on each book I place, let us suppose, two crayons. I then remove the crayons, holding them in my hands before the class, at the same time asking which crayon is in my right hand and which in the left. I do something with one of the crayons; for example, put it in my pocket—I then ask, "What was done with the crayon?" The answer will be, "You put it in your pocket." "Which crayon did I put in my pocket?" Answer: "The one that was on the Fourth Reader." I now ask for an expression of the whole thought, and they construct the fol-

lowing sentence:—"The teacher put the crayon that was on the Fourth Reader in his pocket." After giving them a number of similar lessons, I find that they have no difficulty whatever in producing dozens of similar sentences.

To teach a sentence which is at once complex and compound, I hold before the class in each hand a crayon, and having put the one in the right hand in my pocket, and the one in the left on the desk, I ask the pupils to make a statement about each act separately; next, I tell them to join the two statements, when the following sentence is produced:—"The teacher put the crayon that was in his right hand in his pocket, and the one that was in his left hand he put on the desk."

The compound sentence may be taught in the following manner:—Perform two or more acts. Request the class first to describe each act separately, and afterwards to combine the statements made.

I find it a good plan to keep on the black board a list of the sentences that are commonly used improperly until the pupils have acquired correct habits of expression. In conclusion, I would express the hope that grammar and composition may be happily wedded in all our schools, and a living interest developed in sentence-making, which will be far more profitable than teaching pupils to prate so much about technical grammar.

SEED SOWING.

Sow thy seed, O husbandman!
What though others reap?
It will burst the shell and rise,
Sip the dew and kiss the skies—
Sow thy seed and sleep.

In thy labours thou shalt live—
Dust alone is dead—
Ever falls the shine and rain,
Ever springs the golden grain;
And the world is fed.

UNIVERSITY WORK.

MATHEMATICS.

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

EDUCATION DEPARTMENT,
ONTARIO.

JULY EXAMINATIONS, 1883.

Second Class Teachers.

ALGEBRA.

Solutions by J. L. Cox, B.A., Mathematical
Master, Coll. Inst., Collingwood.

1. (1) If $x^3 - mx + 1 = 0$, express

$\frac{1}{x^3} (x^4 - 3x^2 + 2x^3 - 3x + 1)$ as a function of m

(2) If $x + y = m$, and $xy = n$, express $x^3 + y^3$, and $\frac{1}{x^3} + \frac{1}{y^3}$ in terms of m and n .

1. (1) $x^3 - mx + 1 = 0$, $\therefore x^3 + 1 = mx$.

$$\frac{1}{x^3} \{x^4 + 2x^2 + 1 - 3x(x^3 + 1)\} =$$

$$\frac{1}{x^3} \{(x^3 + 1)^2 - 3x(x^3 + 1)\} =$$

$$\frac{1}{x^3} \{m^2 x^3 - 3x \cdot mx\} = m^2 - 3m.$$

$$(2) x^3 + y^3 = (x+y)^3 - 3xy(x+y) = m^3 - 3mn,$$

$$\frac{1}{x^3} + \frac{1}{y^3} = \frac{x^3 + y^3}{x^3 y^3} = \frac{(x+y)^3 - 3xy}{x^3 y^3} = \frac{m^3 - 3n}{n^3}.$$

$$2. \text{ If } cx + sy = \sqrt{a^2 c^2 + b^2 s^2}$$

$$-sx + cy = \sqrt{a^2 s^2 + b^2 c^2}$$

$$\text{and } c^2 + s^2 = 1,$$

$$\text{then } x^2 + y^2 = a^2 + b^2.$$

$$2. c^2 x^2 + s^2 y^2 + 2csxy = a^2 c^2 + b^2 s^2$$

$$s^2 x^2 + c^2 y^2 - 2csxy = a^2 s^2 + b^2 c^2$$

$$\therefore x^2(c^2 + s^2) + y^2(c^2 + s^2) = a^2(c^2 + s^2) + b^2(c^2 + s^2);$$

$$\therefore x^2 + y^2 = a^2 + b^2.$$

3. If a, b be integers, and $\frac{a}{b} = \frac{3}{4}$, then a is a multiple of 3, and b is the same multiple of 4.

3. Bookwork.

4. (1) Simplify

$$\sqrt{x^2 - y^2} \sqrt{x^2 + y^2} \sqrt{x^2 - y^2} \sqrt{x^2 + y^2} \sqrt{x^2 + y^2} \sqrt{x^2 + y^2}.$$

(2) Extract the square root of

$$\frac{x^2}{9y^2} + \frac{2x}{3y} + \frac{11}{9} + \frac{2y}{3x} + \frac{y^2}{9x^2}.$$

$$4. (1) \sqrt{x^2 - y^2} \sqrt{x^2 + y^2} \sqrt{x^2 - y^2}$$

$$\sqrt{x^2 + x^2 y^2 + y^2}$$

$$= \sqrt{(x-y)(x+y)(x+y)(x^2 - xy + y^2)(x-y)}$$

$$(x^2 + xy + y^2)(x^2 + xy + y^2)(x^2 - xy + y^2)$$

$$= (x-y)(x+y)(x^2 - xy + y^2)(x^2 + xy + y^2)$$

$$= x^4 - y^4.$$

$$(2) \text{ Sq. root } = \frac{x}{3y} + 1 + \frac{y}{3x}.$$

5. Solve the equations

$$(1) x + \frac{24}{3x+1} = 2x - 3\frac{1}{2}.$$

$$(2) 6x + \sqrt{x} = 2.$$

$$5. (1) \frac{24}{3x+1} = x - \frac{7}{2}.$$

$$\therefore 24 = 3x^2 + x - \frac{21x}{2} - \frac{7}{2},$$

$$\therefore 48 = 6x^2 - 19x - 7, 6x^2 - 19x - 55 = 0,$$

$$(6x+11)(x-11) = 0, x = -\frac{11}{6} \text{ or } 11.$$

$$(2) 6x + \sqrt{x} - 2 = 0,$$

$$\sqrt{x} = \frac{-1 + \sqrt{1+48}}{12} = \frac{-1+7}{12} = \frac{1}{2} \text{ or } -\frac{1}{2}.$$

$$\therefore x = \frac{1}{4} \text{ or } \frac{1}{4}.$$

6. Solve the equations

$$(1) x - y = 3, xy = 18.$$

$$(2) x^2 - xy = 3, x^2 - y^2 = 5.$$

$$(3) x - y = a, y - z = b, z + x = c.$$

$$6. (1) x - y = 3 \quad xy = 18, \quad x - \frac{1}{x} = 3.$$

$$x^2 - 3x - 18 = 0,$$

$$(x-6)(x+3) = 0,$$

$$x = 6 \text{ or } -3,$$

$$y = 3 \text{ or } -6.$$

$$(2) x^2 - xy = 3, (1) \frac{x}{x+y} = \frac{3}{5},$$

$$x^2 - y^2 = 5, (2) \frac{x}{x+y} = \frac{3}{5},$$

$$5x = 3x + 3y,$$

$$2x = 3y,$$

$$\frac{2}{3}x = y,$$

$$x^2 - \frac{2}{3}x^2 = 5, \text{ and } x = \pm 3, y = \pm 2.$$

$$\begin{aligned} (3) \quad x-y &= (1) \quad (1) + (2), \quad x-z = a+b, \\ y-z &= b \quad (2) \quad \frac{x+z=c}{2x=a+b+c}, \\ z+x &= c \quad (3) \quad \frac{a+b+c}{2} = \frac{b+c+a}{2}, \quad z = \frac{c-a-b}{2} \end{aligned}$$

7. (1) Solve the equation $ax^2 + bx + c = 0$, and interpret your result according as $a = c$, or $b = 0$, or $a = b = 0$.

(2) If $a + b + c = 0$, find values of x that will satisfy

$$\frac{a}{x+b} + \frac{b}{x+c} + \frac{c}{x+d} = 0.$$

7. (1) Bookwork.

$$(2) \quad \frac{a}{x+b} + \frac{b}{x+c} + \frac{c}{x+d} = 0.$$

$$\begin{aligned} a(x+c)(x+a) + b(x+b)(x+d) + \\ c(x+b)(x+c) &= 0, \\ x^3(a+b+c) + x(ac+ad+b^2+bd+c^2+bc) + \\ acd+b^2d+bc^2 &= 0, \\ x^3 \{ c(a+b+c) + b^2 + bd + ad \} \\ &= -(acd + b^2d + bc^2), \\ x &= -\frac{acd + b^2d + bc^2}{b^2 + bd + ad}. \end{aligned}$$

8. If α, β be roots of $ax^2 + bx + c = 0$, and $\alpha, \beta, \alpha - \beta$ roots of $a'x^2 + b'x + c' = 0$, show that $ab'^2 - 2a'\alpha\beta b' + 4a'^2c = 0$.

$$\alpha + \beta = -\frac{b}{a} \quad (\alpha + \beta) + (\alpha - \beta) = -\frac{b'}{a'}$$

$$\alpha - \beta = \frac{c}{a} \quad -\frac{b}{a} + \sqrt{\frac{b^2}{a^2} - \frac{4c}{a}} = -\frac{b'}{a'}$$

$$\frac{b'}{a'} - \frac{b}{a} = \sqrt{\frac{b^2}{a^2} - \frac{4ac}{a^2}}$$

$$\begin{aligned} ab'^2 - a'b^2 &= a'(\frac{b^2}{a^2} - \frac{4ac}{a^2}), \\ a^2b'^2 - 2a'a'b' + a &= a' - \frac{4a^2c}{a}, \\ \therefore ab'^2 - 2a'\alpha\beta b' + 4a'^2c &= 0. \end{aligned}$$

9. The sides of a box are all rectangles, and the areas of the unequal sides are $7\frac{1}{2}$, 15 and $4\frac{1}{2}$. Find the lengths of the sides.

9. Let x, y, z , be edges,

$$xy = 7\frac{1}{2} \quad (1)$$

$$xz = 15 \quad (2)$$

$$yz = 4\frac{1}{2} \quad (3)$$

$$(1) \times (2) \div x^2 y z = \frac{15 \times 15}{2}$$

$$x^2 = 25, x = 5, y = 1\frac{1}{2}, z = 3.$$

Intermediate and Third Class

ALGEBRA.

Solutions by Wilbur Grant, C.I., Toronto.

I. Divide

$$(1) \quad (7-b)c^2 + (b-c)a^2 + (c-a)b^2 \text{ by } (a-b)(b-c)(c-a).$$

$$(2) \quad \frac{x^2 + y^2}{x^2 y^2} - \frac{x^2 + y^2}{x^2 y^2} \text{ by } \frac{1}{x} - \frac{1}{y}.$$

$$\text{Ans. (1) } = (a+b+c).$$

$$(2) \quad \frac{x^2 + y^2}{x^2 y^2}.$$

II. What must be the values of a, b and c that $x^3 + ax^2 + bx + c$ may have $x-1, x-2$ and $x-3$, all as factors?

$$\text{Ans. } a = -6, b = 11, c = -6$$

III. Find the H.C.F. of

$$(1) \quad 3x^3 - 4x^2 + 1 \text{ and } 4x^3 - 5x^2 - x^2 + x + 1.$$

$$(2) \quad 8x^3 - y^3 + 27z^3 + 18xyz \text{ and } 4x^2 + 12xz + 9z^2 - y^2.$$

$$\text{Ans. (1) } (x-1)^2. \quad (2) \quad 2x + 3z - y.$$

IV. Simplify

$$(1) \quad \left(\frac{4x^2}{y^2} - 1 \right) \left(\frac{2x}{2x-y} - 1 \right) + \left(\frac{8x^3}{y^3} - 1 \right) \left(\frac{4x^2 + 2xy}{4x^2 + 2xy + y^2} - 1 \right).$$

$$(2) \quad \frac{x^2 + (a+b)x^2 + (ab+1)x + b}{2x^3 + (ab+1)x^2 + (a+b)x + 1}.$$

$$\text{Ans. (1) } 2. \quad (2) \quad \frac{x+b}{b^2x+1}.$$

V. Find the value of x that will make $\frac{ac + bd + ad + bc}{x - 3c + 2d}$ independent of c and d .

$$\text{Ans. } -5d.$$

VI. (1) If $a + b + c = 0$, then

$$\frac{1}{a^2} + \frac{1}{b^2} + \frac{1}{c^2} = \left\{ \frac{1}{a} + \frac{1}{b} + \frac{1}{c} \right\}^2.$$

(2) If $x = a^2 + b^2 + c^2$ and $y = ab + bc + ca$, then $x^2 + 2y^2 - 3xy^2 = (a^2 + b^2 + c^2 - 3abc)^2$.

(3) If $2a = y + z$, $2b = z + x$, $2c = x + y$, express $(a+b+c)^3 - 2(a+b+c)(a^2 + b^2 + c^2)$ in terms of x, y and z .

Ans. (1) Taking $a + b + c = 0$, then

$$\frac{2(a+b+c)}{abc} = 0, \quad \frac{2}{bc} + \frac{2}{ac} + \frac{2}{ab} = 0,$$

$$\left(\frac{1}{a^2} + \frac{1}{b^2} + \frac{1}{c^2} + \frac{2}{bc} + \frac{2}{ac} + \frac{2}{ab} \right)$$

$$- \left(\frac{1}{a^2} + \frac{1}{b^2} + \frac{1}{c^2} \right) = 0,$$

$$\therefore \frac{1}{a^2} + \frac{1}{b^2} + \frac{1}{c^2} = \left(\frac{1}{a} + \frac{1}{b} + \frac{1}{c} \right)^2$$

$$(2) \ x^2 + 2y^2 - 3xy^2 = (x-y)^2 (x+2y) \\ = (a^2 + b^2 + c^2 - ab - bc - ca)^2 (a+b+c)^2 \\ = (a^2 + b^2 + c^2 - 3abc)^2.$$

(3) By addition $a+b+c = x+y+z$; squaring and adding $2(x^2 + y^2 + z^2)$

$$\therefore (x^2 + y^2 + z^2 + xy + yz + zx),$$

$\therefore$ Expression

$$= (x+y+z)^2 - (x+y+z) \\ (x^2 + y^2 + z^2 + xy + yz + zx) \\ = (x+y+z)(xy + yz + zx).$$

VII. Find a value of a which will make the quantities

$$\frac{(a+b)(a+c)}{a+b+c} \text{ and } \frac{(a+c)(a+d)}{a+c+d} \text{ equal to one another.} \quad \text{Ans. } a = -c.$$

VIII. Solve the equations,

$$(1) \sqrt{x+3} + \sqrt{x+2} = 5.$$

$$(2) \frac{5-x}{3} + \frac{5-2x}{4} + \frac{x+1}{3} - \frac{2+5x}{2} = 0.$$

(3) $(x+a+b)(c+d) = (x+c+d)(a+b)$, where $c+d$ is not equal to $a+b$.

$$\text{Ans. (1) } \frac{1}{2}, (2) \frac{3}{2}, (3) 0.$$

IX. One side of a right angled triangle exceeds the other by 3 ft., neither being the hypotenuse, and its area is 18 sq. ft. What are the sides?

$$\text{Ans. } 1(\sqrt{17}-1), 1(\sqrt{17}+1).$$

X. A cistern with vertical sides is h feet deep. Water is carried away from it by one pipe $\frac{1}{2}$ as fast as it is supplied by another. Find at what point in the side the former pipe must be inserted that the cistern may fill in twice the time it would did water not flow from it at all.

$$\text{Ans. } \frac{1}{3} h.$$

ARITHMETIC.

1. Add together $\frac{1}{2}$ of £13, $\frac{1}{3}$ of $\frac{1}{2}$ of £2 12s., and $\frac{1}{4}$ of 9d. *Ans.* £5 15s. 8½d.

Reduce 13s. 4½d. to the decimal of 19s. 6d. *Ans.* .68589743.

2. Find by Practice the value of 8596 lbs. at £10 18s. 7½d. each.

$$\text{Ans. } £93965 \text{ os. } 6d.$$

3. A person borrows \$500 on April 10th and on June 22nd pays his debt with \$510 2½. At what rate per cent. per annum was he charged interest? *Ans.* 10½ per cent.

4. A man having a certain sum of money to invest has an opportunity of purchasing 7 per cent. stock at 95, but delays until it has risen to 110. What per cent. is his income less than if he had purchased at the first price? *Ans.* 13½ per cent.

5. At an international exhibition one country was awarded 5 gold, 9 silver and 11 bronze medals; and another, 4 gold, 15 silver and 10 bronze. Find a ratio of values for such medals that these countries may be regarded as equally fortunate.

6. In a box there is a certain number of sovereigns, three times as many guineas, and twice as many marks (13s. 4d.) as guineas. The entire amount in the box is £815. How many coins of each kind are there?

$$\text{Ans. } 100 \text{ sovs. ; } 300 \text{ guls. ; } 600 \text{ mks.}$$

7. Find when first after 2 o'clock the hour and minute hands of a clock make an angle of 60 degrees with each other. *Ans.* 21½.

8. For each of three succeeding months the population of a north-west town rose 50 per cent.; and at the end of the third month was 2,700. What was the population at the beginning of the time? *Ans.* 800.

9. Leap year is omitted once in every century, except those centuries whose number is divisible by 4. What is the average length of a year? *Ans.* 365 dys. 5° 49' 12".

10. A cube is formed of a certain number of pounds avoirdupois of a substance, and the same number of pounds Troy of the same substance. What proportion will a side of the cube bear to a side of a cube formed of the same number of pounds as before, but all avoirdupois? (175 lbs. Troy = 144 lbs. avoirdupois.) *Ans.* 319 : 350.

Second Class Teachers.

ARITHMETIC.

1. Prove that $\frac{1}{2}$ of $\frac{1}{3}$ = $\frac{1}{6}$.
Simplify $(2\frac{1}{2} \text{ of } 3\frac{1}{2}) + \frac{1}{2} - (1\frac{1}{2} \text{ of } 1\frac{1}{2}) - (1\frac{1}{2} \text{ of } 4\frac{1}{2} \text{ of } \frac{1}{2})$. *Ans.* $3\frac{1}{2}\frac{1}{2}$.

II. The pendulum of one clock makes 24 beats in 20"; that of another 36 beats in 40". If they start at the same time, when first will the beats occur together?

Ans. 434 seconds.

III. *A* can do as much work in 4 hours as *B* in 6; and *B* in $3\frac{1}{2}$ as *C* in 5. *A* does half a certain piece of work in 12 hours; in what time can it be finished by *B* and *C*, working separately equal times, and *C* succeeding *B*?

Ans. $21\frac{1}{2}$ hrs.

IV. A note for \$500, made March 9th at three months, is discounted April 11th, at 8 per cent. What is received for the note? (True discount.)

Ans. \$493.619214.

V. The unclaimed dividends on a certain amount of stock which pays 6 per cent. per annum amounted in 3 years to \$1152. The stock was sold at a discount of $12\frac{1}{2}$ per cent. on its par value. What sum was realized?

Ans. \$5600.

VI. Teas at 3s. 6s., 4s. and 6s. a pound are mixed to produce a tea worth 5s. a pound. What is the least integral number of pounds that the mixture can contain?

Ans. 7 lbs.

VII. A man buys 150 lbs. of sugar, and after selling 100 lbs. finds he has been parting with it at a loss of 5 per cent. At what rate per cent. advance on the cost must he sell the remaining 50 lbs. that he may gain 10 per cent. on the entire transaction?

Ans. 40 per cent.

VIII. Each member of a pedestrian club walks as many miles as there are members in the club, and the expense of the trip is for each member as many pence per mile as there are members in the club. The total expense is £50 13s. 11d. How many members are there?

Ans. 23 members.

IX. The hour, minute and second hands of a watch are on concentric axes. When first after 12 o'clock will the direction of the second hand produced backwards bisect the angle between the hour and the minute hands?

Ans. $30\frac{319}{1420}$ seconds past 12 o'clock.

EXCIIID.

1. With three given straight lines only one triangle can be formed.

What is the character of the triangle formed by the lines whose lengths are given by $\sqrt{27}$, $\sqrt{48}$ and $\sqrt{125}$?

2. If one side of a triangle be produced the exterior angle is equal to the sum of the two opposite interior angles.

ABC is an isosceles triangle, having the equal angles at *B* and *C*. *BF* and *CF* are drawn bisecting the angles *B* and *C*, and intersecting in *F*.

Show that the angle *BFC* is equal to the sum of the vertical angle and one of the basal angles.

3. The sum of the interior angles of any rectilinear figure is $2(n-2)$ right angles, where *n* denotes the number of sides.

Prove this and examine if it be true when the figure has one reentrant angle.

4. *ABC* is a triangle, and *AD* bisects the base *BC* in *D*. Show that the sum of the squares upon the two sides is equal to twice the square upon half the base, together with twice the square upon the bisecting line.

KLMN is a square, *O* the point of intersection of its diagonals, and *P* any point whatever.

$PK^2 + PL^2 + PM^2 + PN^2$ is greater than four times PO^2 by the square upon the diagonal.

5. In any triangle the square upon the side subtending an acute angle is less than the squares upon the sides containing the angle by twice the rectangle contained by one of those sides and the line intercepted between the acute angle and the perpendicular let fall upon it from the opposite angle. (Euc. II. 13).

6. In the triangle *ABC*, the perpendiculars *BD* and *CE* from *B* and *C* upon the opposite sides intersect in *F*. Show that the rectangle contained by *BF* and *BD* is equal to that contained by *BE* and *BA*.

7. In Euc. II. 11, find a point *H* in *AB* produced so that *AB · BH* is equal to the square upon *AH*.

Intermediate and Third Class.

EUCLID.

1. State the differences between a square, an oblong, a rhombus and a rhomboid.

What name employed in Euclid will apply to all of them? What to the first two only?

2. Upon the same base, and upon the same side of it, there cannot be two triangles having their sides terminated in one extremity of the base equal to one another, and also those terminated in the other extremity.

3. Equal triangles upon the same base and upon the same side of it are between the same parallels.

4. To find a point within a triangle such that if lines be drawn from it to the angular points the three triangles thus formed shall be equal.

5. The straight line drawn through the points of bisection of two sides of a triangle is parallel to the third side.

6. If a straight line be divided equally and also unequally, the rectangle contained by the unequal parts is less than the square upon one of the equal parts, by the square upon the line between the points of division.

7. Show that the proposition of question 6 includes the following, viz.:—The rectangle under the sum and difference of two lines is equal to the difference of the squares upon the lines.

8. Of all rectangles with the same perimeter the square has the greatest area.

First Class Teachers—Grade C.

ARITHMETIC.

1. Define a recurring decimal, and classify the several kinds.

Prove, in any way, a rule for converting a mixed circulating decimal into its equivalent vulgar fraction, and apply your rule to convert $.1013257$. (Book-work.)

2. Perform the operations here indicated, employing contracted multiplication and division, and retaining six decimals throughout:

$$\frac{.3472 + .03172}{6146.38} \div .0004675.$$

Ans. $.1317647$.

3. In the expression "six per cents are at 103," explain fully what is meant.

(Book-work.)

A person sells a certain amount of 5 per cents for 86, and invests in the 6 per cents at 103, and by so doing changes his income by one dollar.

Is the change an increase or a decrease? How much stock did he sell?

Ans. Increase; \$10300.

4. A man buys a note, drawn for 2 years at 6 per cent. interest, and which is now 6 months old, at 15 per cent. true discount. After keeping it 9 months, and receiving one payment of interest, he sells it to a bank at 8 per cent. bank discount. What per cent. does he make upon his money while invested?

Ans. $18\frac{1}{3}$ per cent.

5. *A*, *B* and *C*, whose rates of walking are $3\frac{1}{2}$, 4 and 5 miles an hour respectively, walk on circular tracks whose circumferences are 8, 10 and 15 miles respectively, and whose centres are in the same straight line. At the same instant they start from points on this line, and on the same side of the centres. Find (1) when first they will be all on this line at the same time; (2) all at same time at the points from which they started; (3) whether they will ever be all at the same instant at points on opposite sides of the circles to the starting points.

6. Lead is 11.4 times, and zinc 7.2 times as heavy as water. If 3 pounds of lead and 2 pounds of zinc be melted together, compare the weight of the alloy with that of water.

Ans. 9.504.

7. *A*, *B* and *C* start at the same time, and from the same point, to travel around an island 26 miles in circuit. *A* goes 10 miles and *B* 4 miles per hour in the same direction, and *C* goes 5 miles per hour in the opposite direction. When and where will they first be all together again?

Ans. In $8\frac{2}{3}$ hours, and $8\frac{2}{3}$ miles from point of starting in direction that the two go.

Algebraical symbols will be allowed in the three following questions:—

8. It is required to make a hollow leaden cylinder open at both ends, 10 inches long, with its wall one inch thick, and which is to weigh 25 pounds. Find its outside diameter.

$$\text{Ans. } \left\{ (r+1)^2 - r^2 \right\} \times \frac{22}{7} \\ \times \frac{10 \times 1000 \times 114}{1728 \times 16 \times 10} = 25,$$

$$2r+1 = 1\frac{9}{14},$$

$$\therefore \text{outside diameter} = 2\frac{1}{14}.$$

9. A conical vessel 6 inches deep and 3 inches across the mouth is filled to 5 inches with water. Find the diameter of the sphere which, when dropped into the cylinder, will raise the water so as just to fill the vessel.

Ans. Radius of cone 5 in., in height is $\frac{5}{6}$ in., difference of vol. two cones,

$$= \frac{1}{3} \cdot \frac{22}{7} \cdot 6 \cdot \left(\frac{3}{2}\right)^3 - \frac{1}{3} \cdot \frac{22}{7} \cdot 5 \cdot \left(\frac{5}{4}\right)^3$$

$$= \frac{11 \times 91}{7 \times 24} = \text{vol. required sp.,}$$

$$= \frac{4}{3} \cdot \frac{22}{7} r^3;$$

$$\therefore r = \frac{1}{4} \sqrt[3]{91} \text{ and diameter } \frac{1}{2} \sqrt[3]{91}.$$

10. The diagonals of a quadrilateral plane figure are 10 and 12, and they intersect at an angle of 60° , to find the area of the figure.

$$\text{Ans. } 30\sqrt{3}.$$

EUCLID.

1. The three angles of a triangle are together equal to two right angles.

If triangles be formed on the sides of a polygon of n sides by producing the alternate sides to meet, the sum of the vertical angles of these triangles is equal to $2n - 8$ right angles.

2. Establish the converse of the following: The complements of the parallelograms, which are about the diameter of any parallelograms, are equal to one another.

3. To divide a given straight line into two parts, so that the rectangle contained by the whole and one part may be equal to the square on the other part.

Point out all the lines in the figure that are divided similarly to the given line.

4. By the assistance of Prop. 12, Bk. II., when the sides of a triangle are 25, 45 and $20\sqrt{10}$, find its area.

5. If in a circle all possible chords be drawn passing through the same point in the

circumference, and these chords be doubled in length by production, the locus of the extremities of the lines so formed is a circle.

6. The angles in the same segment of a circle are equal to one another.

If a line of constant length move with its extremities in two fixed lines, and at the ends of the first line lines be drawn perpendicular to the two fixed lines, the locus of the intersection of these lines is a circle.

7. ABC is a triangle, C being a right angle. On CA , CB are described segments of circles containing angles equal to CBA , CAB respectively. Show that the circles of which these segments are parts touch one another.

8. In a given triangle to inscribe a circle.

If the points of contact be joined show that the triangle thus formed can be equiangular to the original triangle only in the case in which both are equilateral.

9. Show, after the manner of Euclid, that triangles are to one another in the ratio compounded of the ratios of their bases and altitudes; and prove that this is algebraically equivalent to product of ratios.

10. Similar triangles are to one another in the duplicate ratio of their homologous sides.

Two circles touch, and through the point of contact lines are drawn cutting the circles, and the ends of these lines are joined. Prove that the triangles so formed are as the squares of the diameters of the circles.

ELEMENTARY MECHANICS.

1. Define the terms velocity, acceleration. Explain how a variable velocity is measured, and how that measure is expressed.

The velocity of a body falling freely receives each second an acceleration of 32 feet per second; express this acceleration, taking the mile as unit of length and the hour as unit of time.

2. If a particle move with uniformly accelerated motion, show that its average velocity during any given time will be equal to one-half of the sum of its velocity at the beginning and its velocity at the end of the given time. Hence show that, for a uniform acceleration equal to a , $s = ut + \frac{1}{2}at^2$.

A body is projected vertically, 1st upwards, 2nd downwards, with an initial velocity of 60 feet per second. After how long an interval of time will it in each case be at a point 100 feet below the point of projection?

3. Enunciate—1st, the parallelogram of displacements; 2nd, the parallelogram of velocities; 3rd, the parallelogram of accelerations (forces).

A body is projected with a velocity of 160 feet at an angle of 30 degrees to the horizon. How far from the point of projection will it be after an interval of 3 seconds, and what will be its velocity then?

4. Enunciate Newton's Laws of Motion, and explain the terms rest, motion, action, and the phrase, change of motion.

Define the absolute or kinetic, and the gravitation or static units of force, and state approximately the ratio they bear to each other.

5. Briefly describe Atwood's Machine, and explain how it is used to verify the laws of motion.

Two equal masses supported by a perfectly flexible cord passing over a frictionless pulley are at rest. A mass of one ounce is placed on one of them, which descends with it 3 feet. The ounce mass is then removed, and the equal masses are found to move on with a uniform velocity of 4 feet per second. Determine the measure of each of the equal masses. Find also the tension of the string—1st before, 2nd after, the removal of the ounce mass.

6. Assuming the parallelogram of forces, prove that if two forces whose lines of action meet in a point, be represented in relative direction by OA , OB , and in magnitude by $m.OA$, $n.OB$, their resultant will be represented in direction by OG , and in magnitude by $(m+n)OG$, the point G being taken in AB , so that $m.GA = n.GB$.

The quadrilateral $ABCD$ is held in equilibrium by forces which act along the sides AB , AD , CB , CD , and which are proportional to a , d , b , c times those sides respectively. Show that $ac=bd$.

7. Show that the algebraic sum of the moments about any point of two forces whose

lines of action intersect, is equal to the moment of their resultant.

A straight rod, weighing 4 lbs. per foot of its length, balances about a point 3 feet from one end when weighed with 48 lbs. at that end. Find the length of the rod.

Third and Second Class Teachers.

MENTAL ARITHMETIC.

1. A hall-way is 90 inches wide, and takes 25 sq. yds. of oil-cloth to cover it. How long is it?

2. A gentleman travels from Toronto to Montreal and back. He goes at an average rate of 33 miles per hour and returns at an average of 30 miles per hour, and he finds that he occupied one hour longer in returning than in going. Find the distance from Toronto to Montreal.

3. A can do a piece of work in 7 days, and B can do it in 8 days. A works at it for $2\frac{1}{2}$ days, and B works at it for 3 days. C then finishes it in $3\frac{1}{2}$ days. In how many days could C have done the whole work alone?

4. By selling an article for \$21 I would lose $12\frac{1}{2}$ per cent. At what should I sell it in order to gain $12\frac{1}{2}$ per cent.?

5. A merchant marked his goods at an advance of 60 per cent. on cost. He gave one of his customers a discount of 15 per cent. off the marked price. What was his gain on \$6.80 received from that customer?

6. How much stock must I sell out of the $3\frac{1}{2}$ per cents, at 84, to enable me to buy \$7,700 4 per cent. stock, the value of the stock being proportional to the dividends they pay?

Intermediate and Third Class.

NATURAL PHILOSOPHY.

1. How are forces measured? What is the unit of force commonly adopted in statics? What general relation is there between the latitude of any place and the magnitude of the statical unit of force for that place?

2. What is meant by saying that two or more given forces exactly balance each other? If a body moving with constant velocity in

a straight line be brought under the action of two forces which exactly balance each other, what will be the result with regard to the motion of the body?

3. Explain how a force may be completely represented by a straight line.

Draw a diagram to represent the frame and the forces acting thereon in the following:—A square frame $ABCD$, whose sides are each 3 ft. long, is under the action of four forces; 1st, a force of 3 lbs. acting at A , and from A towards C ; 2nd, a force of 3 lbs. acting at B , in the direction from D to B ; 3rd, a force of 6 lbs. acting at C , and from C towards D ; 4th, a force of 5 lbs. acting at D , in a line parallel to CA , and in the direction from C to A .

4. State the parallelogram of forces.

Two forces of 10 units each act in lines which meet in a point, and the angle between their directions is 120° . Show that they may be balanced by two forces of 5 units each, and determine the directions in which these must act.

Ans. In the same direction and opposite to that of the Resultant of former two.

5. State the principle of the lever.

Two boys playing at see-saw find they balance each other standing on the ends of a uniform plank laid across a log, when the arms of their see-saw are 7 ft. and 8 ft. respectively. Find the weight of the plank, the weights of the boys being 75 lbs. and 90 lbs. respectively.

Ans. 60 lbs.

6. What is meant by the specific gravity of a body?

A cubic foot of anthracite coal which weighs 100 lbs. in the air is found to weigh only 45 lbs. 2 oz. in a certain specimen of petroleum. Find the specific gravity of the petroleum, assuming that a cubic foot of water weighs 1,000 oz.

Ans. .878.

7. Describe the common mercury barometer and state the principles of its action.

Find the greatest height to which water will rise in a common suction pump when the mercury in the barometer stands at 30 inches, the specific gravity of mercury being 13.6.

Ans. 34 ft.

UNIVERSITY OF TORONTO.

ANNUAL EXAMINATIONS, 1883

Junior Matriculation: Arts.

ALGEBRA—HONORS.

Examiner—W. Fitzgerald, M.A.

1. Find the product of $(a+b)$, (a^2+ab+b^2) , $(a-b)$, and (a^2-ab+b^2) .

2. If a and b are positive integers, show that $x^a \times x^b = x^{a+b}$.

3. Prove the rule for finding the Greatest Common Measure of two quantities.

Find the Greatest Common Measure of $6x^4 + 15x^3y - 4x^2z^2 - 10x^2yz^2$, and $9x^2y - 27x^2yz - 6xyz^2 + 18yz^3$.

4. State the rule for extracting the square root of a compound quantity.

Extract the square root of $x^2 + y$.

5. Solve the following equations:

$$(a) \quad 3x + z = 11.$$

$$2y + 3z = 16.$$

$$5x + 4y = 35.$$

$$(b) \quad \frac{x+a}{x-a} - \frac{x+b}{x-b} = c.$$

$$(c) \quad \frac{x}{a} + \frac{a}{x} = 2 + \frac{c}{x}.$$

6. When are quantities said to be in geometrical progression, when in harmonical progression, and when in arithmetical progression?

(a) Find two harmonical means between a and b .

(b) The first term of a geometric series is $\frac{1}{2}$, the ratio $\frac{1}{2}$, and the number of terms is 6; find the sum of the series.

7. Show that the number of combinations of n things taken r together is

$$\frac{n(n-1)(n-2) \dots (n-r+1)}{1 \cdot 2 \cdot 3 \dots r}$$

How many words of four letters can be formed out of the first 13 letters of the alphabet, having one vowel in each word?

8. Expand to five terms $(a+b)^{-1}$.

Show that $\left(\frac{1+x}{1-x}\right)^L =$

$$1+x+\frac{1}{2}(x^2+x^3)+\frac{1}{3}(x^4+x^5)+\frac{1}{4}(x^6+x^7)+\dots$$

9. A number consists of two digits: when the number is divided by their sum the quotient is 4, and when divided by their difference the quotient is 12; find the number.

10. The crew of a boat rowed six miles down a river, and half way back again in two hours: supposing the stream to have a current $2\frac{1}{2}$ miles an hour, find at what rate they would row in still water.

MATHEMATICS.

Examiner—W. J. Loudon, B.A.

1. Multiply 35999999999 by 799999 and divide the result by 599999.

$$2. (a) \text{ Simplify } \frac{2+\sqrt[3]{3}}{2-\sqrt[3]{3}} \div \frac{3+\sqrt[3]{2}}{3-\sqrt[3]{2}} \\ \times \frac{5+\sqrt[4]{6}}{5-\sqrt[4]{6}}.$$

2. (b) Divide $2^{11} + 3^6$ by $8^9 + 9$.

3. Evaluate $\frac{a^2 - b^2 - c^2 - 2bc}{a^3 + b^3 + c^3 - 3abc}$ when $a=8, b=7, c=-15$.

4. Obtain a method of finding the H.C.M. of two quantities.

Find the H. C. M. of $16x^3 + 3x - 2$, and $128x^6 + 96x^3 - 5$.

5. Solve the equations:—

$$\begin{aligned} x^2 - 7x + 6 &= (x^2 - 7x)^2; & 323x^2 + 650x + 323 &= 0; \\ & (x^4 + x) + (x^2 + x) &= 4; \\ \left. \begin{aligned} x+y &= 5 \\ x^2+y^2 &= 275 \end{aligned} \right\}; & \left. \begin{aligned} x^2+3xy+4y^2 &= 23 \\ x^2+y^2 &= 5 \end{aligned} \right\}; \\ & \left. \begin{aligned} x+y &= z \\ x^2+y^2+z^2 &= 14 \\ x^3+y^3+z^3 &= (x+y+z)^2 \end{aligned} \right\}. \end{aligned}$$

6. The opposite sides and angles of a parallelogram are equal.

7. To describe a square equal to a given rectilineal figure.

8. The angles in the same segment of a circle are equal.

CLASSICS.

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

UNIVERSITY OF TORONTO.

ANNUAL EXAMINATIONS, 1883.

Junior Matriculation.—Arts and Medicine.

LATIN.

Examiner: Adam Carruthers, B.A.

I.

Translate:

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

1. Parse *rebus*, *colloquuti*, *Romanis*, *hoc*, *optimum*, *reditu*, and *inferendi*.

2. *Optimum factu*. Distinguish (as regards use) the *Supine* in *u* from that in *um*.

3. What is the difference between *Commentarii* and *Historiae*?

4. Give a brief sketch of the life and character of Cæsar.

II.

Translate:

Quae si cui levior videtur, illa quidem certe, quae summa sunt, ex quo fonte hauriam, sentio. Nam nisi multorum praeceptis multisque litteris mihi ab adolescentia suasisset, nihil esse in vita magno opere expetendum, nisi laudem atque honestatem; in ea autem persequenda omnes cruciatus corporis, omnia pericula mortis atque exilii parvi esse ducenda: numquam me pro salute vestra in tot ac tantas dimicationes atque in hos profi-

gatorum hominum quotidianos impetus objecissem. Sed pleni sunt omnes libri, plenae sapientium voces, plena exemplorum vetustas; quae jacerent in tenebris omnia, nisi litterarum lumen accederet. Quam multas nobis imagines non solum ad intueundum, verum etiam ad imitandum, fortissimorum virorum expressas, scriptores et Graeci et Latini reliquerunt! Quas ego mihi semper in administranda republica proponens, animum et mentem meam ipsa cogitatione hominum excellentium conformabam.—
CICERO, *Pro Archia*, VI.

1. *Quae*. What? *illa*. What?

2. Mark quantity of penult in *nisi*, *pleni*, *libri*, *voices*, *lumen*, *solum*, and *verum*.

3. Parse fully (giving the principal parts of the verbs): *hauriam*, *mihi*, *suasissem*, *laudem*, *parvi*, *exemplorum*, *jacerent*, *intueundum*, and *reliquerunt*.

4. What was the charge made against Archias? What object had the prosecutors in view? By whom was it made, and before whom heard? Give the date.

III.

Translate:

Tum satus Anchisa, cunctis ex more vocatis, Victorem magna praeconis voce Cloanthum Declarat, viridique advelat tempora lauro; Muneraque in naves ternos optare juvencos Vinaque, et argenti magnum dat ferre talentum.

Ipsis praecipuos ductoribus addit honores: Victori chlamydem auratam, quam plurima circum

Purpura Maeandro duplici Meliboea cucurrit; Intextusque puer frondosa regius Ida Veloces jaculo cervos cursuque fatigat

Acer, anhelanti similis, quem praepes ab Ida Sublimem pedibus rapuit Jovis armiger uncis. Longaevi palmas nequidquam ad sidera tendunt

Custodes; saevitque canum latratus in auras.
—VIRGIL, *Aeneid*, B.V.

1. Parse, *satus*, *Anchisa*, *victorem*, *erro*, *quam*, *anhelanti*, *tendunt*, and *atratus*.

2. Give the Genitive Singular and Plural of *voce*, *laxro*, *talentum*, *praepes*, *pedibus*, and *armiger*.

3. Write explanatory notes on *Purpura*, *Meliboea*, *puer regius*, and *Jovis armiger*.

4. What different contests took place on the occasion of these games? Under what circumstances were the games held?

IV.

Translate:

Flesti discedens; hoc saltem parce negare
Praeterito magis est iste pudendus amor.
Et flesti, et nostros vidisti flentis ocellos:
Miscuimus lacrimas moestus uterque suas.
Non sic appositae vincitur vitibus ulmus,
Ut tua sunt collo brachia nexa meo.
Ah! quoties, quum te vento quererere teneri,
Riserunt comites! ille secundus erat.
Oscula dimissae quoties repetita dedisti!
Quam vix sustinuit dicere lingua, Vale!
Aura levis rigido pendentia lintea malo
Suscitat, et remis eruta canet aqua.
Prosequor infelix oculis abeuntia vela,
Qua licet; et lacrimis humet arena meis.
—OVID, *Heroides*, Epistola V.

1. Distinguish *vincitur*, *vincitur*; *teneri*, *teneri*; *dicere*, *dicere*, *dicere*; *levis*, *levis*: *malo*, *malo*, *malo*; *canet*, *canet*.

2. Parse *Praeterito*, *uterque*, *vitibus*, *querere*, *dimissae*, *Vale*, and *remis*.

3. Give the principal parts of *Flesti*, *discedens*, *miscuimus*, *vincitur*, and *canet*.

4. Translate and explain:

(a) *Qua Venus et Juno, sumtisque decentior armis,*
Venit in arbitrium nuda Minerva tuum.

(b) *Ipse repertor opis vaccas pavisae Pheraeas Fertur, et e nostro saucius igne fuit.*

(c) *Irruat; et causa quem vincit et armis, Hostibus a mediis nupta petenda viro est.*

(d) *Crede mihi; plus est, quam quod videatur, imago.*
Addere sonum ceriae; Protesilaus erit.

LATIN GRAMMAR.

Examiner: Adam Johnston, B.A., LL.B.

1. What peculiarities in the declension of *deus*, *dea*, *filius*, *vis*, *fors*, *vas* (vessel), *requies*, *iocus*, *alius*, *mille*?

2. Write the genitive singular of the following, marking the quantity of the penult where doubtful: *heros*, *caro*, *calcar*, *aequor*, *Ceres*, *sacerdos*, *custos*, *foedus*, *nemus*, *tellus*, *tripus*, *conjux*.

3. Give the masculine endings of the 3rd declension, with the principal exceptions.

4. Give the principal parts of the following verbs, marking the quantity of the penult where doubtful: *domo*, *sto*, *juvo*, *spondeo*,

augro, misceo, gaudeo, sungo, caedo, nacio, vincio, gigno, fido, reperio, metior.

5. Write in full the present indicative of *fin*, *malo*, *abeo*; the present subjunctive of *volo* and *absum*; and the imperfect subjunctive of *fero*.

6. What are *inseparable prepositions*? Give the list, with meanings.

7. What verbs govern the Genitive, Genitive and Accusative, Dative, and Ablative respectively?

8. Explain fully, with examples, the rule of sequence of tenses.

9. Give the different forms of Conditional Sentences, with the peculiar force of each.

10. In what different ways is *Purpose* denoted in Latin? Translate, in as many ways as you can, the sentence: *Soldiers were sent to occupy the citadel.*

11. Translate into Latin:

The city was besieged for ten summers and winters.

Teaunum is distant eighteen miles from Larinum.

Cæsar leaves two legions as a guard for the camp.

They wrote that Themistocles had gone over into Asia.

What is so agreeable to hear?

12. Give the rules for the quantity of final vowels, with the principal exceptions.

EDUCATION DEPARTMENT, ONTARIO.

JULY EXAMINATION, 1883.

Intermediate and Third Class.

LATIN AUTHORS.

I.

Translate:

Ipsi philosophi etiam illis libellis quos de *contemnenda gloria scribunt* nomen suum inscribunt: in eo ipso, in quo prædicationem nobilitatemque *despiciunt* prædicari de se ac se nominari *volunt*. Decimus quidem Brutus, summus ille vir et imperator, Attii amicissimi sui carminibus templorum ac monumentorum aditus exornavit suorum. Jam vero

ille qui cum *Ætolis* Ennio *comite* bellavit Fulvius non dubitavit Martis *manubias* Musis consecrare.—CICERO, *Pro Archia* [Value 20.]

1. Parse the words in italics, conjugating the verbs. [9.]

2. Write notes on the proper names, ending with Fulvius. [10.]

3. Mark the quantity of the penult in *philosophi, inscribunt, imperator, amicus, aditus, Ætolis*. [3.]

4. *eo ipso*. Give the gen. and dat. sing. and the neut. sing. nom., of both these pronouns. [4.]

5. *summus*. Give the other form of the superlative of this adj., distinguishing between the two forms. [2.]

6. *manubias*. Mention four other substantives used in the plural only. [4.]

11.

Translate:

Ipse, etsi res erat multae operae ac laboris, tamen commodissimum esse statuit omnes naves subduci et cum castris una munitione conjungi. In his rebus circiter dies decem consumit ne nocturnis quidem temporibus ad laborum militum intermissis. Subductus navibus castrisque egregie munitis easdem copias, quas ante, praesidio navibus reliquit, ipse eodem, unde redierat, proficiscitur. Eo cum venisset, majores jam undique in eum locum copiae Britannorum convenerant summa imperii bellique administrandi communi consilio permissa Cassivellauno; cujus fines a maritimis civitatibus flumen dividit, quod appellatur Tamesis, a mari circiter millia passuum octoginta.—CÆSAR, *Bellum Britannicum*. [25.]

1. Mark the quantity of the penult of all the words in italics; and distinguish between *reliqui* and *reliqui*, *convēnit* and *convēnit*. [7.]

2. Parse: *conjungi, consumit, intermissis, reliquit, eodem, redierat, proficiscitur, venisset, summa, dividit*, conjugating the verbs. [18.]

3. *multae operae*. How is the gen. here used? [1.]

4. *subduci*. On what does this verb depend? [1.]

5. *ad laborem*. What does the prepos. here express? [1.]

6. *quas ante*. Complete the sentence. [1.]

7. *praesidio navibus*. What construction is used here, and when is it employed? [2.]

8. *redierat—venisset*. Account for the mood in both cases. [2.]

9. *quod appellatur*. Why is the pronoun neuter? Give the rule; also, the gen. and dat. sing. [4.]

III.

Translate :

Tum vero exarsit juveni dolor ossibus ingens,
Nec lacrimis caruere genae; segnemque Me-
noeten,

Oblitus decorisque sui, sociumque salutis, [175]
In mare praecipitem puppi deturbat ab alta;
Ipse gubernaculo rector subit, ipse magister;
Hortaturque viros, clavumque ad litora torquet.
At gravis ut fundo vix tandem redditus
imo est

Jam senior madidaque fluens in veste Me-
noetes, [180]

Summa petit scopuli, siccaque in rupe resedit,
Illum et labentem Teucri et risere natantem,
Et salsos ridens revomentem pectore fluctus.
Hic laeta extremis est spes accensa duobus
Sergesto Mnestheique Gyan superare moran-
tem.—VIRGIL, *Aeneid*, B. V. [30.]

1. Parse the words in italics, conjugating the verbs. [26.]

2. Distinguish between *oblitus* and *oblitus*, *decoris* and *decoris*. [2.]

3. *juveni*. Who? Compare *juvenis* and *senex* [2.]

4. *puppi*. What nouns have the abl. in -i? [2.]

5. *imo*. Give the pos. and comp., as well as the other form of the superlative. [2.]

6. *fluens in veste*. Explain. [2.]

7. Scan lines 172, 177, 178, 181. [4.]

LATIN GRAMMAR AND COMPOSITION.

I.

1. Decline *Deus* in full, giving all forms; also *vis*, *bos*. [6.]

2. Give the gen. sing. of *Jupiter*, *Venus*, *domus*, *foedus*, *nemus*, *supellex*, *lis*, *glis*, *nix*. [9.]

3. Give the gender and meaning of *unus*, *comes*, *ordo*, *arundo*, *lepus*, *flumen*, *bos*. [14.]

4. Compare the adjectives *acer*, *facilis*, *bonus*, *multus*, *egregius*; also the adverb corresponding to each of these adjectives. [10.]

5. Decline *duo*, and give the Latin numerals from 4 to 9 inclusive; also the Latin for 20, 70, 90, 200, 700, 900. [8.]

6. Distinguish between *hic*, *ille*, *is* and *iste*; also between *quis* and *qui*. [6.]

7. Define the use of the dative case, illustrating by examples. [6.]

II.

Translate into Latin:

(a) 1. We know that the sun is much greater than the earth. [3.]

2. The Senate decreed that the ambassadors of Jugurtha should depart from Italy within the next ten days. [5.]

3. Pythagoras came into Italy in the reign of Tarquinius Superbus (abl. abs.). [3.]

4. Hannibal was the first who crossed the Alps with an army. [3.]

5. Divitiacus besought Cæsar, not to resolve on (*statuere*) anything too-severe (*gravius*) against his brother. [5.]

6. Diogenes was accustomed to argue (*disputare*) how much he surpassed (*superare*) the king in life and fortune. [5.]

7. Pylades said that he was Orestes, in order that he might be slain for him. [5.]

8. Temperance calms (*sedare*) the appetites (*appetitio*) and causes (*efficere*) them to submit (*parere*) to right reason. [5.]

9. Epaminondas, having conquered the Lacedæmonians at (*apud*) Mantinea, and seeing himself to be dying (*exanimari*), asked whether his shield (*clipeus*) were safe (*salvus*). [6.]

(b) Cyrus, in (*apud*) [a work of] Xenophon, in that speech which he delivered [while] dying, when he was now [an] old-man, says that he has never felt that his old age had become feebler (*imbecillus*) than his youth had been. I remember [when I was] a boy that L. Metellus, who, having been-made Pontifex Maximus four-years after his second consulate, filled (*praesum*) that priesthood for twenty-two years, was [possessed] of such

good powers in the last period of his life (*etas*), that he did not feel the want of (*requirere*) youth. There is no necessity for me to say anything about myself, although that is certainly the privilege of old age (*senilis*), and is permitted to our time of life. [17.]

NOTE.—Omit words in []. Hyphens indicate that the words they connect are to be rendered by a single Latin word.

Second Class Teachers.

LATIN AUTHORS.

I.

Translation, as in Intermediate, Part I. [5.]

1. Intermediate, 1. [9.]
2. Write notes on proper names. [14.]
3. *scribunt*. Why not subjunctive? [2.]
4. Intermediate, 3. [3.]
5. *de contemnenda gloria*. In what other way may the same idea be expressed in Latin? [2.]
6. Intermediate, 4. [4.]
7. *manubias*, derive. Intermediate, 6. [5.]

II.

Translation, as in Intermediate, Part II. [15.]

1. Mark penult. of all words in italics. [5.]
2. 3, 4, 5, 6, 7, 8, as in Intermediate.
9. *quod appellatur*. Why is the pronoun neuter? Give the rule. Distinguish between *quis* and *qui*, and give the gen. and dat. sing. [8.]

III.

Translation, as in Intermediate, Part III.

1. 2, 3, 4, 5, 6, as in Intermediate.
7. Decline in full the proper names: *Menotes*, *Mnestheus*, *Gyas*. [6.]
8. Intermediate, 7.
9. When is *-a* final long, and when short? [4.]

LATIN GRAMMAR AND COMPOSITION.

I.

1. Decline *Deus* in full, giving all forms; also *vis*, *bos*. [6.]

2. Give the gen. pl., gender and meaning of *domus*, *fortis*, *lis*, *nix*, *nux*, *flamen*, *come*, *arundo*, *lepus*, *glis*, *supellex*. [11.]

3. Compare the adjectives *acer*, *facilis*, *bonus*, *multus*, *egregius*, *falsus*, *alacer*; also the adverbs corresponding to each of these adjectives. [14.]

4. Give the cardinal, ordinal and distributive numerals from one to five inclusive; define the use of the distributives, giving examples. [8.]

5. Illustrate the following uses of the subjunctive mood, by a sentence in each case: (a) condition; (b) purpose; (c) consequence; (d) desire. [12.]

II.

Translate into Latin:

(a) 1. He so harassed and ruined Sicily for the space of three years, that it cannot by any means be restored to its ancient condition. [5.]

2. What? If the father shall attempt to seize absolute authority (*tyrannis*), and to betray his country, shall the son be silent? Indeed (*immo vero*) he will beseech his father not to do so; if he [can] effect (*proficere*) nothing, he will accuse him. [10.]

3. It is the first care (*munus*) of justice, that no one should harm anyone [else]. [4.]

4. "Nature has done ill (*rem male agere*)," said Theophrastus, when dying, "in that (*quod*) she has given long life to stags and crows, [and] so short (*exiguus*) a life to men, whose lifetime (*etas*) if it could be longer, the life of men would be furnished with all perfect arts and with all learning." [10.]

5. Give the same sentence in indirect narration, commencing:—"Theophrastus, when dying, is said to have accused nature, because," etc. [6.]

6. The age of Romulus fell in that period (*saeculum*, acc.), when Greece was already full of poets. [5.]

7. You have been able to perceive clearly (*perspicere*) my opinion from that time, when you came to Cumae to meet (*obviam*) me. [5.]

(b) To praise eloquence, and to express how great is its power, and what dignity it

confers on those who have attained (*consequi*) it, is neither intended (*proponere*) by us in this place, nor [is it] necessary. But I would have asserted this without any hesitation, that, whether it is produced (*parere*) by art, or by practice, or by nature, it is the one most difficult thing of all. For of the five things of which it is said to consist, each of these is itself a great art by itself. Wherefore it can be imagined what power and what difficulty the combination (*concursus*) of five [of the] greatest arts has. [20.]

NOTE.—Omit words in []. Hyphens indicate that the words they connect are to be rendered by a single Latin word.

MODERN LANGUAGES.

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

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

ENGLISH.

UNIVERSITY OF TORONTO.

ANNUAL EXAMINATIONS: 1893.

Junior Matriculation.

ARTS, FOR PASS; MEDICINE, FOR PASS
AND HONORS.

Examiner—Edward B. Brown, B.A.

Parts I. and II. are for all candidates. Part III. is for candidates for Honors in Medicine only. Part IV. is for candidates in Arts only. Candidates in the Local Examinations for Women are allowed an option between Parts IV. and V.

I.—COMPOSITION

Write on one of the following subjects:
(a) Phonetic Spelling. (b) The Study of Languages. (c) The University—a matriculant's view.

II.—GRAMMAR.

1. The vowel A has at least six different sounds in English, the vowel U at least five, without reckoning the sounds which they have when joined with other vowels. Illustrate by words these eleven sounds.

2. What is grammatical, and what historical etymology? Divide the parts of speech into notional and relational words, showing the basis of the classification.

3. Write full notes on: gender and number, how they are expressed in nouns; comparison, how it is expressed in adjectives.

4. Give examples of reflective, impersonal and defective verbs.

5. Point out the grammatical errors in the following sentences:

"John was likely more to blame than Thomas and William; equally as much as John."

"The balance of the report of Mr.—'s great speech is held over for want of space."

"Can we not garnishee the debt?"

"I will call upon you as soon as ever I can get going."

"I saw him the minute he got off of the train."

III.—GRAMMAR: HONORS IN MEDICINE.

1. Analyze the following sentence:

To be resign'd when ills betide,
Patient when favours are denied,
And pleased with favours given;
Dear Chloe, this is wisdom's part,
This is that incense of the heart,
Whose fragrance smells to heaven.

2. Give definitions and examples of the following figures of speech: Antithesis, Climax, Erotesis, Euphemism, Metaphor.

3. Derive the following words: atone, daisy, bishop, surgeon, priest, curfew, verdict.

4. Accentuate the following words: decorous, peremptory, metamorphosis, category, judicature, congenital, embassy.

IV.—MARMION.

1. Write notes on Scott:—(a) As an editor; (b) as a translator; (c) as a novelist; (d) as a poet.

2. In what relation do the letters prefixed to the different cantos of *Marmion* stand to the poem? Discuss the propriety of their introduction. Give some account of the persons to whom the introductions to Cantos V. and VI. are addressed.

3. Sketch the route by which Marmion was brought to Edinburgh. What reason is suggested in the poem for the route chosen?

A bishop by the altar stood,
A noble lord of Douglas blood.
Ib., st. 11.

Give some account of the person alluded to, and of the family of Douglas.

4. Old Holy-rood rung merrily,
That night with wassell, mirth and glee:
King James within her princely bower
Feasted the chiefs of Scotland's power,
Summon'd to spend the parting hour; 5
For he had charged, that his array
Should southward march by break of day.
Well loved that splendid monarch aye
The banquet and the song,
By day the tourney, and by night 10
The merry dance, traced fast and light,
The maskers quaint, the pageant bright,
The revel loud and long.
This feast outshone his banquet past;
It was his blithest—and his last. 15
The dazzling lamps, from gallery gay,
Cast on the Court a dancing ray;
Here, to the harp did minstrels sing;
There ladies touched a softer string;
With long-ear'd caps, and motley vest, 20
The licensed fool retailed his jest;
His magic tricks the juggler plied;
At dice and draughts the gallants vied;
While some in close recess apart,
Court'd the ladies of their heart, 25
Nor courted them in vain;
For often, in the parting hour,
Victorious Love asserts his power
O'er coldness and disdain;
And flinty is her heart, can view 30
To battle march a lover true—
Can hear, perchance, his last adieu,
Nor own her share of pain.

Marmion, Canto V., st. 7.

(a) Write explanatory notes on: Holy-rood (v. 1); King James (v. 3); the licensed fool (v. 21).

(b) Give the meaning and derivation of: wassell (v. 2); array (v. 6); monarch (v. 8); tourney (v. 10); quaint (v. 12); revel (v. 13); gallery (v. 16); minstrels (v. 18); motley (v. 20); vest (v. 20); magic (v. 22); adieu (v. 32).

(c) Parse: rung (v. 1); aye (v. 8); revel (v. 13); last (v. 15); courted (v. 26); march (v. 31); can (v. 32).

5. A word of vulgar augury,
That broke from me, I scarce knew why,
Brought on a village tale;
Which wrought upon his moody sprite,
And sent him armed forth by night.

Marmion, Canto VI., st. 8.

Explain the allusion.

A letter forged! Saint Jude to speed!
Did ever Knight so foul a deed!
Ib., st. 15.

Discuss the probability and the artistic propriety of the incident of the forged letter.

Saint Jude to speed! Explain this phrase.

6. What, in your view, are the sources of the pleasure experienced in reading *Marmion*?

V.—REFLECTIONS ON THE REVOLUTION IN FRANCE; THE TRAVELLER.

1. Give a critical sketch of the life and writings of Edmund Burke.

2. Mention the origin and aim, and write a short epitome of the "Reflections."

3. "But the age of chivalry is gone."

Give the substance of the remarks of which this sentence is the text, and criticise the views expressed.

4. What are the main characteristics of Goldsmith's style?

Give a complete list of his works, and indicate the nature of each.

5. Even now, where Alpine solitudes ascend,
I sit me down a pensive hour to spend;
And placed on high, above the storm's career,
Look downward where an hundred realms appear,
Lakes, forests, cities, plains extending wide,
The pomp of kings, the shepherd's humble pride.—*The Traveller*, vv. 31-36.

(a) Analyze this sentence.

(b) Give the meaning and derivation of: solitude, pensive, career, realms, forests, plains, extending.

6. And yet, perhaps, if countries we compare,
And estimate the blessings which they share,
Tho' patriots flatter, still shall wisdom find
An equal portion dealt to all mankind;
As different good, by Art or Nature given,
To different nations makes their blessings even.—*Ib.* vv. 75-80.

Explain and criticise the "political indifferencism" here displayed.

7. Quote as much as you can of the poet's description of France, or if unable to quote, give the substance of the lines.

FRENCH.

Examiner: J. L. McDougall, M.A.

I.

GRAMMAR.

1. What are the positions of nouns in a sentence under different circumstances?
2. Under a peculiar employment of the verb *être* with an adjective the preposition which generally follows the adjective, is not the one used. Describe.
3. What is the agreement of the verb when it is connected with a collective noun?
4. Give the gender or genders of each of the following nouns, with the rule where there is one:

plaisir, victime, beauté, aide, faux, fort.

5. What are the relative positions with reference to the verb of governed pronouns in a sentence?

II.

Correct:

1. Après le règne déplorable de Louis le XV.
2. Son attention ne s'était pas uniquement porté sur la frontière.
3. Si je ne t'avais pas rencontrée, tu serais heureux.
4. Une nouvelle douleur était encore réservée à lui.
5. Il aspire de vivre loin des intrigants.
6. Vas, quoi que fait l'envie.
7. Hoche soumit sa plan de pacification au Directoire, que l'approuva.

III.

Translate:

Hoche s'y refusa. "Il répondit qu'il se devait à lui-même de paraître devant ses accusateurs et qu'il ne voulait point donner un exemple qui pût servir d'excuse aux trahisons, dans l'avenir ou dans le passé. Il leur parla longtemps avec un sang-froid et une tranquillité qui ne se démentirent pas. Après avoir exposé de quelle manière il croyait que la guerre allait être conduite en Italie, il leur pria, s'ils étaient de nouveau témoins de quelques grandes injustices sans doute inévitables, de ne pas suivre les conseils d'une

irritation toujours funeste. Tous ceux qui étaient présents, ses aides de camp surtout, fondaient en larmes; mais lui, le front serein, le regard toujours fier et doux, s'efforçait de les rassurer. On eût dit Socrate au milieu de ses disciples avant de boire la ciguë."—EMILE DE BONNECHOSE, *Lazare Hoche*.

Translate

Hoche se trouvait, dans l'Ouest, au milieu de la chouannerie, dans cette guerre de haies, de chemins creux et de surprises nocturnes, faite par un ennemi le plus souvent invisible: il étouffait sur ce théâtre si triste et si étroit pour un homme d'un si grand cœur et d'un si beau génie. Il se faisait violence au dehors, mais il s'épanchait dans sa correspondance intime: on l'y voit tressaillir d'allégresse au bruit des succès de son ancienne armée de la Moselle, devenue armée de Sambre-et-Meuse. "Je désire," écrivait-il, "qu'on s'y souvienne qu'autrefois j'y servais aussi." En apprenant la grande victoire de Jourdan à Fleurus, il écrit avec une modestie charmante: "Si je ne craignais d'être importun, j'adresserais quelques lignes à Jourdan: mais l'écolier a-t-il en ce moment le droit de distraire le maître? Continuez, braves et anciens amis, à soutenir votre nom: et lorsque la postérité fouillera votre correspondance, peut-être une lettre de moi, qui se trouvera là par hasard, témoignera de votre amitié et me fera échapper au naufrage de l'oubli."—EMILE DE BONNECHOSE, *Lazare Hoche*.

1. Give the origin of the word *chouannerie*.
2. What verb corresponds to *surprises*?
3. *Faites*. Give idiomatic uses of *faire* in any of its parts.
4. *Allégresse*. Give the derivation.
5. *Son ancienne*. Why the termination of each of these words?
6. Explain the reason for the employment of the article before *Moselle*, and not before *Sambre*.
7. Give the principal parts of *craignais*, and the first person singular of each of the tenses.
8. *Quelques*. When is *quelque* written as two words?

9. *Fouillera*. What difference is there between French and English in the tense used when a future action is spoken of?

IV.

Translate :

The king of England, Edward the Third, direct heir of Philip the Beautiful through the female line, had been excluded from the succession to the Crown by the Salic law which was in force in the kingdom, and which prevented any but males from ascending the throne. He paid no regard to the decision of Parliament, took the title of King of France, and questioned the sovereignty of Philip of Valois, who had been chosen as the nearest collateral heir in the male line. A war which lasted more than a century broke out on this account between the two nations; and France had lost in 1340 the bloody naval battle of L'Ecluse, when Montfort called the English to Brittany, and opened to them the town of Rennes, the capital of the country, and many other places.

EDUCATION DEPARTMENT, ONTARIO.

JULY EXAMINATIONS, 1883.

First Class Teachers—Grade C.

ENGLISH GRAMMAR.

O myriads of immortal spirits, O Powers
Matchless, but with th' Almighty; and
that strife

Was not inglorious, though th' event was
dire,

As this place testifies, and this dire change
Hateful to utter: but what power of mind,
Foreseeing or presaging, from the depth
Of knowledge past or present, could have
feared,

How such united force of gods, how such
As stood like these, could ever know re-
pulse?

For who can yet believe, though after loss, 10
That all these puissant legions, whose
exile

Hath emptied Heav'n, shall fail to re-
ascend

Self-raised, and repossess their native
seat?

For me, be witness all the host of Heav'n,
If counsels different or danger shunn'd 15
By me have lost our hopes: but he who
reigns

Monarch in Heav'n, till then as one secure
Sat on his throne upheld by old repute,
Consent or custom, and his regal state
Put forth at full, but still his strength con- 20
cealed;
Which tempted our attempt, and wrought
our fall.—*Par. Lost, Bk. I.*

1. Parse—"matchless," l. 2; "as," l. 4;
"to utter," l. 5; "from," l. 6; "how," l. 8;
"as," l. 9; "for," "after," l. 10; "to reas-
cend," l. 12; "self-raised," l. 13; "for," l.
14; "till," "then," "as," "secure," l. 17;
"which," l. 21.

2. Paraphrase ll. 14-16; bringing out
clearly their meaning.

3. Divide into propositions, stating their
kind and relation, ll. 1-13: analyze fully such
as are dependent.

4. Write explanatory notes on the con-
structions: "but with," l. 2; "knowledge
past or present," l. 7; "to reascend self-
raised," ll. 12, 13; "for me," l. 14;
"tempted our attempt," l. 21.

5. Derive—"testifies," l. 4; "utter," l. 5;
"puissant," l. 11; "Heav'n," l. 12; "repos-
sess," l. 13; "counsels," l. 15.

6. Write a short paper on the use of the
participle. Illustrate by examples found in
the passage from "Paradise Lost" quoted
above.

7. Write brief notes on the inflections of
the noun that still remain in English.

8. Criticise the following definitions of the
preposition; tell, with reasons, which you
consider the best:—

(a) "A word showing the relation of two
other words in the same sentence."

(b) "A word placed before a noun or pro-
noun, to show its relation to some other word
of the sentence."

(c) "A word whereby a noun is joined to
a verb."

(d) "A word showing the relation of a
substantive either to another substantive or
to a verb."

(e) "A word prefixed to a noun or pro-
noun (or equivalent) to make a qualifying or
adverbial phrase."

(f) "A word that will combine only with
nouns and pronouns."

9. Tell, briefly, when and by what means

the various elements now forming the English language were introduced. Estimate their relative importance, and give two words from each source.

10. Mark clearly the pronunciation of denit, telegraphy, epoch, finance.

11. Correct, giving reasons, the following --

"Sea captains are among the most valuable contributors to the Park aviary."

"Have you ever before seen such a high steepie?"

"The greatest of Byron's works was his whole work taken together."

"The unwearied exertions of this gentleman have done more towards elucidating the obscurities of our language than any other writer on the subject."

"Scott's works were the daily food not only of his countrymen, but of all educated Europe."

"He has visited several countries as a public minister where he formerly wandered as a gipsy."

"It seems that the catalogue derives its origin from Hermippus enumerating the titles of the books in the Alexandrine library."

"Nature is a term of too vague significance to be used in reasoning."

ENGLISH LITERATURE.

1. Contrast the characters of Richard II. and Bolingbroke, giving illustrative quotations from your play. Show the appropriateness of the opening incident of the play.

2. Write explanatory and historical notes on the following extracts:—

(a) This dear, dear land | Is now leased out
(I die pronouncing it)
Like to a tenement, or pelting farm.

(b) If you do wrongfully seize Hereford's right,
Call in the letters-patents that he hath
By his attorneys-general to sue
His livery, and deny his offer'd homage,
You pluck a thousand dangers on your head.

(c) And if you crown him, let me prophesy, —
The blood of England shall manure the ground.
And future ages groan for this foul act.

(d) If then we shall shake off our slavish yoke,
Imp out our drooping country's broken wing,
Redeem from broking pawn the blemish'd crown,
Wipe off the lust that hides our sceptre's gilt,
And make high majesty look like itself,
Away with me in post to Ravensburg.

3. What was the "atrocious spectacle of the 6th of October, 1789?" Give a résumé of Burke's "Reflections" thereon.

4. "A perfect democracy is therefore the most shameless thing in the world. As it is the most shameless, it is also the most fearless." Give a summary of the reasoning by which Burke arrives at these conclusions.

5. Describe Mirabeau's attitude towards the Revolution.

6. Give an account of the life and writings of Cowper.

7. Write criticisms on any two of the following works, with dates:—Piers the Ploughman; The Faerie Queen; Absalom and Achitophel; Hudibras; The Dunciad; The Decline and Fall of the Roman Empire.

8. Give an account of the contents of the sixth canto of Marmion; or,

Write explanatory notes on the following extracts:—

(a) For wealth was theirs (the Italians'), not far removed the date,
When Commerce proudly flourish'd through the state;
At her command the palace learn'd to rise,
Again the long-fall'n column sought the skies;
The canvas glow'd beyond e'en nature warm,
The pregnant quarry teem'd with human form;
Till, more unsteady than the southern gale,
Commerce on other shores display'd her sail:

(b) Methinks her (Holland's) patient sons before me stand,
Where the broad ocean leans against the land
And, sedulous to stop the coming tide,
Lift the tall rampire's artificial pride.

(c) Have we not seen at pleasure's lordly call
The smiling long frequented village fall?

- (d) The lifted axe, the agonizing wheel,
 Zeck's iron crown, and Damien's bed of
 steel,
 To men remote from power but rarely
 known.
 Leave reason, faith, and conscience, all
 our own.

HISTORY.

1. What alterations were introduced into the law of high-treason by the statute of William III.? On what grounds does Hallam think that this statute "ought to be considered a valuable accession to our constitutional law"?

Describe Anderton's case.

2. State the chief articles of the Treaty of Utrecht. What were the principal arguments for and against the ratification?

3. Describe briefly the means by which the power of the Crown was enhanced during the reigns of George I. and II. What is meant by the expression "power of the Crown" under William III. and George II. respectively?

4. Give an account of the religious revival in the reign of Geo. II.; and describe briefly the social condition of England at that time.

5. Describe briefly the warlike operations of the year 1759 (1) in Europe, (2) in America.

6. The struggle for American Independence has been called a struggle between two Englishmen, George III. of England and George Washington. Examine the truth of this statement, and show by what means

George III. obtained the power which he possessed at this epoch.

7. Describe Pitt's financial policy during the ten first years of his administration, and his attitude towards France from the outbreak of the Revolution to the Declaration of War.

8. Give an account of the Peninsular War under the Duke of Wellington, with dates.

GEOGRAPHY.

1. Account for the formation of mountains. Under the following heads tell what you know of the Andes—(a) Extent, (b) noted peaks, (c) vegetation, (d) influence on the different countries of the continent.

2. Name definitely the places in Canada where are found the following:—Coal, iron, gold, coal oil, phosphate.

3. Draw a map showing clearly the boundaries between Canada and the United States, and marking the principal cities of the latter country found near its northern boundary.

4. Name, in order, the capes, islands, bays, gulfs, rivers, and cities of Europe, passed on a coasting trip from Gibraltar to Constantinople.

5. Write a geographical account of Russia, giving its physical features, its imports and exports, and describing it socially and commercially.

6. Give the chief commercial and manufacturing centres of France and Germany, telling for what each is famous.

SCHOOL WORK.

DAVID BOYLE, ELORA, EDITOR.

EDUCATION DEPARTMENT,
ONTARIO.

JUNE EXAMINATIONS, 1883.

Admission to High Schools.

GEOGRAPHY.

1. Define the following:—Cape, Isthmus, Promontory, Peninsula, Bay, Inlet, Sound, Strait.

2. What is meant by the earth's Orbit? What determines the position of the two Tropics and the two Polar Circles on the globe?

3. What and where are the following:—Vancouver, Three Rivers, Barbadoes, Nelson, Mersey, Sable, Richelieu, Rhone, Tagus, Anticosti, Ceylon, Riga, Madeira, Fundy, Comorin, Elbe?

4. Between what cities in the British Islands is trade with Canada chiefly carried on? Tell what you know of the commodities exchanged.

5. Name the cities of Ontario, and describe as fully as you can the situation of each of them.

6. The Province of Ontario is bounded in part by Lake Erie; draw a line indicating the course of this boundary, marking any ports that you remember.

7. Tell what you know of the sources of wealth possessed by the several Provinces of the Dominion of Canada.

8. Tell what you have learned about the motions of the earth and their consequences.

What is the earth's distance from the sun? Is the earth nearer the sun in winter than in summer? Explain.

GRAMMAR.

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 Pres. Perf. Tense, Active and Passive, of the verb "love."

6. Correct (with reason) 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 ai'nt 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.

COMPOSITION.

1. Write a letter to a friend on one of the following subjects:—

(a) Summer Sports.

(b) A Picnic in the Woods.

(c) How you intend to spend Dominion Day.

2. Paraphrase the following stanza:—

"And parted thus they rest, who played
Beneath the same green tree:
Whose voices mingled as they prayed
Around one parent knee!"

3. Give the sense of the following passage in your own words:—

"I thought," said the curate, "that you gentlemen of the army never said your prayers at all." "I heard the poor gentleman say his prayers last night," said the landlady, "very devoutly, and with my own ears, or I should not have believed it."

4. Express the meaning of this sentence, by using active forms of the verbs:—

The battle having been won by the British, their forces were led to camp by the officer in command.

5. Describe the room and building in which you are writing.

ENGLISH HISTORY.

1. Tell how William the Norman came to be king of the English, and how he made his rule very strong.

2. What is the date of the Great Charter? Tell what you know about the struggle by which the Charter was secured.

3. What were the Wars of the Roses? When were they waged? Why are they important events in English history?

4. Tell what you know about—Wolsey, Thomas Cromwell, Sir W. Raleigh, Hampden.

5. How did England come to be engaged in war with Napoleon? Name some of the chief battles, and say how the war ended.

6. Explain: "Long Parliament," "National Debt," "Abolition of Slavery."

FOURTH BOOK AND SPELLING.

1. (a) Give the substance of the lesson entitled "The Taking of Gibraltar."

(b) Where and what is Gibraltar?

(c) Of what importance is it to Britain?

2. The inhabitants of *terra firma* were ignorant of the agitation, which, on the one hand, the volcano of the island of St. Vincent had experienced, and on the other, the basin of the Mississippi where, on the 7th and 8th of February, 1812, the ground was day and night in a state of continual oscillation. At this period the province of Venezuela laboured under great drought; not a drop of rain had fallen at Caraccas, or to the

distance of 31f miles around, during the five months which preceded the destruction of the capital. The 26th of March was excessively hot; the air was calm and the sky cloudless. It was Holy Thursday, and a great part of the population was in the churches. The calamities of the day were preceded by no indications of danger. At seven minutes after four in the evening the first commotion was felt. It was so strong as to make the bells of the churches ring. It lasted from five to six seconds, and was immediately followed by another shock of from ten to twelve seconds, during which the ground was in a constant state of undulation, and heaved like a fluid under ebullition. The danger was thought to be over, when a prodigious subterranean noise was heard, resembling the rolling of thunder, but louder and more prolonged than that heard within the tropics during thunder storms.

Explain the meaning of the following words or phrases in this passage:—*terra firma*, volcano, basin of the Mississippi, oscillation, drought, capital, Holy Thursday, calamities, commotion, undulation, ebullition, subterranean, tropics.

3. Next morning, being Friday, the 3rd day of August, in the year 1492, Columbus set sail, a little before sunrise, in presence of a vast crowd of spectators, who sent up their supplications to heaven for the prosperous issue of the voyage, which they wished rather than expected.

(a) Who was Columbus? What was his Christian name?

(b) Whence did he sail, and for what purpose?

(c) "Prosperous issue of the voyage." Explain.

(d) "They wished rather than expected." Why?

4. Distinguish—heir, air; adze, adds; fall, fell; gallant, gallant; dying, dyeing. Correct any mistakes in the spelling of the following:—harrass, beleive, grimnace, rivit, whitch.

ARITHMETIC.

1. What is the object of Division? Write down the relation connecting the Divisor, Dividend, Quotient, and Remainder.

Divide one hundred and eight billion, four hundred and nineteen million, seven hundred and sixteen thousand and one, by eighteen million, seven hundred and forty-eight thousand and five.

Ans. 5783-3086.

2. Find, by "casting out nines," whether the following is correct:— $349751 \times 28637 = 10015819397$.

Find the weight of 500000 bricks at 4 lbs. 2 oz. each, and the cost—in dollars and cents—at 27s. 6d. each., allowing 4s. 2d. to make a dollar.

Ans. 2062500 lbs. \$3300000.

3. A merchant received from England the following invoice in sterling:—

375 tons iron plates, at £8 15s. 6d.; 107½ tons bar iron, at £11 14s.; 10 tons bulb iron, at £10 10s.; 17 tons T iron, at £15 10s.; 48 tons steel, at £18 7s. 6d.; 15 tons rivets, at £11 1s. Find the amount of this invoice in Canadian currency, allowing the shilling sterling to be equal to 24½ cents.

Ans. \$29027.84½.

4. At \$1.75 per rod, what will it cost to fence a piece of land 63.5 rods long and 27.75 rods wide?

Ans. \$319.37½.

5. Simplify $1 - \frac{1}{8} + \frac{1}{24} - \frac{61}{5040} + \frac{277}{72576}$;

$= \frac{314513}{362880}$, and

$$\frac{4\frac{1}{10} + 5.81 - 2.5}{4\frac{1}{10} \text{ of } 32 \text{ of } .45} = \frac{441}{3760}$$

6. Gunpowder is composed of nitre, charcoal, and sulphur, in the proportion of 15, 3 and 2. A certain quantity of gunpowder is known to contain 20 cwt. of charcoal; find its weight, and also the weight of nitre, and of sulphur it contains.

Ans. Weight 133½ cwt.; 100 cwt. nitre and 13½ sulphur.

7. Bought 360 gallons of wine at \$2 60 a gallon; paid for carriage \$17.20, and for duties \$86.50. If ⅙ of it be lost by leakage, at what price must the remainder be sold to gain \$50 on the whole transaction?

Ans. \$3.56½ a gal.

8. Find the interest on a note for \$257.81, dated January 3rd, 1883, and paid April 6th, 1883, at 8 per cent. per annum.

Ans. \$5.42½.

The length of a second's pendulum is 39.37079 inches; if 64 French metres are equal to 70 yards, by what decimal of an inch will the length of a second's pendulum differ from one metre?

Ans. .00421 in.

10. At what times between 4 and 5 o'clock are the hands of a clock (1) coincident, (2) at right angles?

Ans. 21⅙', 5⅙'.

CONTEMPORARY LITERATURE.

REPORT OF THE MINISTER OF EDUCATION FOR ONTARIO, FOR THE YEAR 1882. Printed by Order of the Legislative Assembly, by C. Blackett Robinson, Toronto.

THE delay in the publication of this report, we learn, arises from a cause which all connected with our schools must sincerely regret, the serious illness of Mr. Crooks. We hope that the Minister's sojourn in Europe will have the effect of restoring him to his wonted health.

The report before us is divided into four parts. The first is devoted to the proceedings of the Education Department during the year 1882; the second to the statistics of the

Public, Separate, and High Schools for the year 1881; the third comprises a report by Dr. McLellan, on Normal School Training, and Elementary and Secondary Education in the United States, and one by Mr. Hughes, Inspector of Toronto, on the Kindergarten system. The fourth deals with Technical Education in the School of Practical Science, the Art Schools and Mechanics' Institutes.

The first two parts are those that more immediately concern our readers, and it is to these we shall for the present confine our attention. Chronologically, we begin with the

STATISTICS OF PUBLIC AND SEPARATE
SCHOOLS FOR THE YEAR 1881.

The total receipts were \$3,259,238, showing a slight increase of \$4,409 over the total receipts of 1880. A little less than eight per cent. was contributed by the Government as a legislative grant, twenty per cent. came from the Clergy Reserves and other sources, and the remaining seventy-two per cent. was made up from rates levied on the people. The total expenditure was \$2,844,271, showing an increase of \$22,218 over 1880. The increase is in the outlay on school-houses. The payment for salaries, which was \$2,106,019 or seventy-four per cent. of the whole expenditure, shows a decrease of \$7,161, and there is a large decrease in the payments for maps, books, etc., which we suppose is mainly due to the closing of the Depository. The number of pupils attending the schools was 476,268, while the average attendance was 215,264; the trustees report 29,143 as not attending any school for four months of the year. As we remarked in our review of the previous year's report, the only meaning we can attach to this return is, that there are 29,143 children in the country who receive no education at all. The compiler of the report imagines, however, that it includes high school pupils, and pupils of private schools and other educational institutions, under the age of sixteen. But how can these be considered as not attending any school? Yet this is the view the compiler attributes to those who make the returns, and by deducting these classes, he brings down the number of children not attending any school to 5,810. We will suggest an easy way of avoiding this dilemma in future reports. Let an instruction be given on the forms for the annual reports that are sent to the various school corporations, that the number not attending any school added to the number between the ages of five and sixteen attending school must agree with the number on the return showing the school population between these ages. Our school system will not be complete until some organized plan is adopted to provide industrial training for this large number of children. There is, we

fear, little doubt that many of them swell the ranks of our criminal classes, and it requires no argument to show that it would be more advantageous to the country to make them wealth producers, by a training in some honest industry, than to allow them to sink into wealth consumers as criminals. Mr. W. H. Howland, of Toronto, has philanthropically made a movement for the establishment of an industrial school. We heartily commend his scheme to the members of our local Government, and assure them that any money spent in assisting that movement will produce results in every way more satisfactory than the large amount invested in such an institution, for instance, as the Mercer Reformatory.

The report still gives only the cost per pupil in registered attendance; thus the cost of a pupil who attends school but a few days in the year is given as equal to that of one who attends the whole session. The correct method is to give the cost per pupil in average attendance. In the following table we give both :—

Average cost per pupil.	In Registered Attendance.	In Average Attendance.
In Cities.....	\$8 12	\$14 18
" Towns	6 13	11 32
" Counties	5 69	13 40
" whole Province	5 92	13 21

It will be seen from the above that the cost is least in the towns, and greatest in the cities.

Percentage of Average Attendance :—

In Cities	58 per cent.
" Towns.....	54 " "
" Counties.....	42 " "
" the Province.....	45 " "

Hamilton again stands first among the cities, with an average of sixty-three per cent; and London last, with forty-eight per cent.

Of the towns, Harriston is a long way ahead, with eighty-seven per cent., but as remarked in a footnote in the report, this is doubtful. Listowel comes next, with sixty-eight. Bothwell and Sandwich are lowest, with forty-one per cent. each.

Among the counties, Haldimand this time divides the honours with Perth, in having the

highest average, forty-seven per cent; Hali-burton has again the lowest, thirty-three per cent.

The following table gives the percentage of the scholars in registered attendance in each class:—

Classes	1	2	3	4	5	6
Per cent.	34	22	25	16	3	.03

We learn from these figures that eighty-one per cent. of the scholars are in the three lowest classes.

There were 5,238 schools open in 1881, and these found employment for 3,362 male teachers, and 3,660 female teachers, 7,022 in all.

Two hundred and fifty-eight of the teachers employed had First Class Provincial Certificates, 1,970 had Second, and 3,828 Third; 265 taught with First Class County Board Certificates, and 89 with Second. These latter are every year dwindling, and will in a few years disappear.

The average salaries were for—

	Male Teachers.	Female Teachers.
In Cities	\$755	\$333
" Towns	562	261
" Counties	384	240

On the whole these figures show a slight increase upon the salaries of the previous year.

We find that as many as 4,500 schools were opened and closed with prayer, and in 2,802 the Ten Commandments were taught. These figures must afford comfort to those who have of late been exercised in mind about the godless character of our schools. If our clerical friends would make it their business, as it is their right, to visit our schools, they would see how unfounded are the accusations that have been made against them as institutions where neither religion nor morality is taught.

STATISTICS OF HIGH SCHOOLS AND COLLEGIATE INSTITUTES.

The total amount of receipts was \$371,250; the expenditure was \$345,850. The total number of pupils registered, was 13,136, while the average attendance was 7,270 for both terms. The percentage of average attendance in Collegiate Institutes was fifty-seven per cent, in High Schools fifty-four, and in both fifty-six. The cost per pupil in registered attendance was \$26.33, in average attendance, \$47. So that a scholar in a High School costs more than three times the amount for his education that one in our Public Schools does. In thirty-five schools the fees range from 20c. to \$24 per term, and in sixty-nine they are free. There are fifty-two Union Schools. Of the High School staff, 333 teachers are employed each at an average salary of \$773, while the average salary of the headmasters is \$1,023.

Two hundred and eighty, or two per cent., of the scholars matriculated; six and a half per cent. entered mercantile life; over four and a half per cent. took up agricultural pursuits; and a trifle less than four and a half per cent joined the learned professions. If these statistics are reliable, they afford some justification for the late change of programme in these schools, seeing that a large proportion of scholars leave to enter on mercantile and agricultural pursuits. These, of course, need advancement in the English subjects rather than in Mathematical or Classical studies.

In concluding our remarks upon this part of the report, we must congratulate the country upon the steady advance of education. The people show that they are ready to support the school system with no niggard hand. Let us hope that their liberality will bear abundant fruit in the training of the youth of the Province to fulfil their duties worthily to themselves, to the family, and to the State.

EDITORIAL NOTES.

THE QUESTION OF THE SCHOOL READERS.

THE position of this magazine on the question of a plurality of Readers for the schools of the Province cannot be mistaken. We have repeatedly expressed ourselves as adverse to any but one new series, and we have as repeatedly pointed out the consequences if more than one set are authorized. Sooner than we thought the policy foreshadowed in the MONTHLY is seen to be the true one, and our words of caution from time to time uttered have been almost instantly justified. Two publishing houses are already in arms, and the profession will soon have the brands of strife actively thrust into their hands. Inspectors and trustees, too, will ere long be ranged in the fight, and throughout the Province nought will be heard but the din of battle. In the press we have statements and counter-statements, one of the former actually incriminating by name a City Inspector who was the first to sport the ribbons of a certain house in the fray. The license enjoyed by this gentleman to prostitute his office to the purposes of trade has always been a matter of surprise to the profession. Some day, it is to be hoped, the Department or his Board will call him to order and compel him to respect the proprieties of his office. The scandal is fast becoming intolerable, and the flagrant defying of order and decency is producing its usual crop of results. Meantime, the publishing houses are carrying on the demoralizing game, and every school in the Province is to be made the theatre of strife. We desire to write temperately on this matter, though with the facts that have come to our knowledge concerning the authorization of two sets of Readers, and of the motives which led to the rejection of what admittedly is the best of the three series submitted, it is, we confess, difficult to curb our indignation and write with restraint. But we will not indis-

creetly prejudge the case, though the public have a right to know that so important a matter as the choice of new Readers for the schools of the Province has been impartially dealt with and the selection judiciously made. In the action that has been taken have both Central Committee and the Government done their duty? We shall see.

In the first place it will be proper to inquire who are responsible for the decision arrived at, and what were the conditions that governed the competition. The answer to the first question is easy, as the Acting Minister and his colleagues have emphatically stated that, in the absence from the country of the Minister of Education, the matter was left entirely in the hands of the Central Committee. This places in an ascertained quarter the responsibility of advising the Executive in the course it has taken. We need not, we suppose, stop to point out who compose the Committee to whom has been entrusted the judicial duties of this responsible office. Though Mr. Crooks himself has resented inquiry into the *personnel* of the Advisory Board, it is an open secret who they all are. It is sufficient for our purpose to know that at least four of the number come into close personal contact with the profession, and two or three—will it be credited?—have intimate business relations with a firm upon whose Readers they were called to pronounce judgment and which, though notoriously defective, they reported for conditional authorization.

As to the conditions that governed the competition, we can only premise that, not only as the law directs but as public sentiment would exact, the series to be chosen should, in its literary and mechanical workmanship, be distinctively Canadian. As a further guide in the right selection to be made, the Committee had before it the expressed views of Mr. Crooks and of members of the Inspectorate, on the expediency of

making use of the new Reading Books as desirable instruments in the teaching of English. With these points before us, let us now look at the character of the various series submitted, and note the decision of the Committee in its recommendatory Report.

There were three series presented, each coming from a distinct and separate source. (1) The "Royal Canadian Readers," (Toronto: The Canada Publishing Co.); (2) The "Royal Readers"—Special Canadian Series, (Nelson & Sons, Edinburgh, and James Campbell & Son, Toronto); and (3) The "Canadian Readers," a professed adaptation of a Scotch series, published by W. & R. Chambers, Edinburgh, and issued by W. J. Gage & Co., Toronto.

Now of these three series the only one that is the product entirely of Canada is the first in the list, the "Royal Canadian Readers," upon the editorial, artistic, and mechanical production of which the Canada Publishing Company has spent in the country the large sum of \$25,000. Of the second enumerated, the "Royal Readers," the editorial work alone was done in the country: the matter was set up and the illustrations and plates were made in Scotland. The third set, the so-called "Canadian Readers," has, in the main, been manufactured abroad, though it has undergone some perfunctory editorial revision ludicrously inadequate to its needs. So much for the nationality of the books. A comparison of their literary features will be found equally favourable to the "Royal Canadian;" and this fact is admitted on all sides by competent judges who have examined them. The "Royal Readers," it may frankly be said, have the advantage of a more extensive selection of modern extracts of a high literary character; but the "Royal Canadian," while its modern literary material is less profuse, has the inestimable advantage of a graded scheme of grammar and composition exercises which runs through the whole of the books, besides much useful annotation and questionings, of the utmost value to the teacher. Of the "Gage Series" it is difficult to speak with respect, as its reading matter is almost wholly unsuited to

Canadian schools, and the effort to Canadianize it, editorially and mechanically, is, we say it advisedly, a disgrace to the house that has issued it. Of the original plan of this latter series there are manifestations in the books which save it from utter derision; but the series, in the form in which it has become public, and as submitted to the Central Committee, is so objectionable as a whole that only partisanship, or something worse than partisanship, could have allowed it to compete.

Now we come to the question of a choice, and to the Committee's action in the matter. The Committee, in the official report of its proceedings, does not seem to have been impressed by the fact that it had before it a distinctively *native* series, carefully and elaborately prepared by competent editors engaged in the practical work of teaching in Canadian schools. We judge this to be the case, not only from the absence of comment upon the fact that throughout the series every advantage is taken to familiarize the pupil with matters of Canadian import, but from the Committee's placing it *third* in the order of merit in the competing series, and thus practically ruling it out. That this is an injustice of a grave kind is not only our own unbiassed opinion but that of large bodies of the profession, who justly claim to be the best judges, and whose one voice is in favour of the "Royal Canadian Readers," as by far the best series, for the joint purposes of teacher and scholar, of the three submitted to the Department. One member of the Committee, we note with pleasure, is also of this opinion; for the Report states that he wrote to the Chairman "that if only one set were authorized he would give the preference to the 'Royal Canadian.'" As we have hinted, these Readers were most unfairly excluded, and the selection was confined to the "Royals," with an alternative series in the "Canadian." The latter, it should be stated, have only received a *conditional* authorization, pending the correction of errors and the cancellation of some of its outrageously stupid matter. How the Central Committee, voluntarily, and with any respect for its reputation and

judgment, can have endorsed this series, is an infinite puzzle to us. It is the more inscrutable, that the Committee, passing by a series of such eminent merit as the "Royal Canadian," should give its approbation of a series notoriously defective, a fact significantly attested by the contingent authorization. But how comes the Committee to recommend it, or any series, for conditional authorization? Does it not see to what it pledges itself, and will it attempt to defend even the most venial errors in the books, or stand by the English which on every page of the series is murdered? If not, why is the series recommended? The answer ostensibly is, as a competitive series to the "Royals," though a better than even it is ignored and shut out from competition.

Now we come to the Committee's justification of authorizing more than one series, the manifest impolicy of which the Chairman of the Board freely admits, though obviously he finds no alternative but the mistaken course he and the Committee have unwisely adopted. The Report gives us an explanation of what was done in the dilemma. The danger apprehended, we are told, was "monopoly," and the remedy for monopoly, forsooth! is a double monopoly, *plus* the demoralization which two bickering houses in the trade will bring upon the profession, in the bitter struggle to get their several series introduced into the schools! If this mode of escape from a dilemma is not an insult to the public intelligence, it comes perilously near a libel on the cumulative brains of the Committee! In all the wisdom of the conclave was their no voice to whisper the course of action that solved the same difficulty in the case of the present Readers? Did it occur to no member of the Committee that the Government held in its own hand the key of the situation, and could withhold authorization from any series which the Department was not permitted to control? A similar arrangement to the existing one, by which the Department would acquire the copyright and farm out the right of publication to the trade, could surely not be improved upon, and to reimpose this as a condition of author-

ization was the ready solution of the problem.* In view of the ills that are sure to wait upon two competing series in the market, and of the expense involved in a pupil's removing from one school to another, a modicum of wisdom, were there no personal or political bias, would have counselled another course. That the right course was not taken has not unreasonably opened the door of suspicion. The extraordinary procedure of recommending a series for *conditional* authorization, and for the reason alleged, will not incite many to close it.

Now a word on the failure to report the "Royal Canadian Readers" for authorization. Determining to authorize more than one, what reason is there for placing the limit at two, and why exclude the third series? If the public is to gain by competition, three rivals are certainly better than two; and other members of the Committee besides the Chairman were of this opinion. Then, if one series was to be favoured with a conditional authorization, what justice is there in withholding the right from another? Had the excluded series any defects as bad as those which the Gage Series was privileged to remedy? This is not stated, but on the contrary, the "Royal Canadian" is spoken of as "a meritorious series," though "not on a par with the other two." No! *it is NOT on a par with the other two*, and some members of the Committee rightly placed it at the head of all!

In these columns it would of course be useless to argue with the Committee on the comparative excellence of the three series. We are ourselves confident that the majority of the profession would unhesitatingly declare for the "Royal Canadian." The unbiassed opinion of any competent literary critic would, we are convinced, give a similar judgment.

* In a later and fuller report of the proceedings of the Committee, published in the *Globe*, it is stated that there were practical difficulties in the way of the Department's acquiring the copyright of the Readers it chose to authorize. The difficulty, however, must be of the Department's own making, for we know that, so far as the Royal Canadian Series is concerned, its owners had in view the possibility of being asked to sell their rights, and would, we believe, have entertained any reasonable proposal with that object.

Interrogated in open court we doubt if a single member of the Central Committee, who gave his preference for the Gage Series over the "Royal Canadian," would stand by his verdict. These are strong words, but they are our deliberate opinion.

There is but one more point to touch, and our disclosure of its purport will, we doubt not, be a surprise to the profession. It has transpired that the decision of the Committee, with reference to the excluded Readers, was come to without any member of the Board seeing the Fourth Book of the series, though a dozen copies of the completed first part of the work were lodged with the Department twenty-four hours before the Committee met to consider its report. The injustice of withholding from the Committee the crowning volume of the Public School course of the series needs no comment from the writer; and the explanation of the act, we regret to learn, has yet to be made to the Central Committee and the publishers. We must do the Committee the justice to say that, in view of this circumstance, we understand that some of its members have asked the Government to resubmit the question of the Readers for more careful appraisement. This, for some reason, the acting Minister as yet declines to do, though, looking at the interests that deserve consideration, he cannot fail to give the publishers justice. To hold the Committee to its first judgment, had it before it the means of rightly forming its opinion, is both official and right; but manifestly the Committee was not in the position to give an intelligent verdict, and none should have been rendered. To refuse it and the publishing firm the justice of reconsideration is to cast reflections on the Committee or on the Minister's sense of right, and the motive we hope is wanting for either act. If the motive exists, it would be a grim commentary on the non-political administration of the Department and painfully justify the public clamour for the reembodyment of the Council of Public Instruction. At present a feeling of insecurity in the existing order of things is everywhere manifesting itself, and the Government will not be wise to give it the opportunity to spread. In the

matter of the late authorization of Reading Books there is much to excite disturbing comment and little to allay the feeling of distrust.

THE CENTRAL COMMITTEE AND THE DEPARTMENTAL EXAMINATIONS.

FOR the papers set at the Departmental Examinations, on the Central Committee as a whole the responsibility rests. Each paper is made out by two examiners and submitted to the others for approval before being finally passed. At least, so say the regulations, and we presume the Departmental officers faithfully carry out the instructions of their superiors. At the late examinations two papers in particular are for different reasons open to the gravest objections. One of these, the Intermediate paper on History, is altogether too difficult for the class of pupils for whom it was intended. No objection can be taken on the score of the examiners' knowledge of the subject. Evidently they know it well, but they do not know the condition of the High Schools of Ontario. There can be no doubt that the paper has been set by some university professors wholly inexperienced in the teaching of young pupils. We must conclude also that the Committee as a whole is censurable either for neglect of duty or for incompetency. An effort, we are informed, has been made to rectify matters. The sub-examiners were instructed to examine with the utmost leniency, and to the marks so given no less than 50 per cent. has been added by the Committee. This will to some extent remedy the injustice done to teachers and candidates, but nothing can rehabilitate the character of the examiners. *They* are either incompetent or careless or both. The Intermediate English Literature paper, to our mind, clearly proves that the Committee does not understand the function of this subject in the High School course of study. We may go further—it gives us reason to doubt the literary culture of the Departmental examiners. Over 30 per cent. of the paper is mere etymology and parsing, and the other questions, we are prepared to show, are almost all wholly unsuitable as a test of

the pupils' knowledge. We cannot write too strongly on this subject. Such a paper is little short of an outrage on education. Efforts have lately been made in many quarters to improve the character of the literature-teaching in the Provincial schools, and it is most discouraging to the progressive members of the profession to find their efforts nullified by presumptuous ignorance.

UNPROFESSIONAL CONDUCT.

WE have no desire to impose unreasonable fetters upon the profession, or to affect an indignation we do not feel at the failure of not a few Inspectors to maintain their independence by becoming the touters of a house engaged in the Toronto publishing trade. In the past few weeks we have seen not less than a dozen city and county Inspectors violating the professional code and disregarding the edict of the Department, in pursuing an active canvass for Gage's School Readers and stumping the country for a house that has done, and is doing, its best to lower the *morale* of the profession and degrade the status of the teacher. At this wholesale contravention of the School Act one however need hardly wonder, when the cue is given by those high in authority at the seat of education itself. About half of the Central Committee, who are entrusted with the judicial duty of recommending for authorization the text-books to be used in the Province, have intimate trade relations with a certain publishing firm in Toronto, and are at the same time expected to give an unbiassed judgment on the books they are called upon to appraise. This is a scandal that would be tolerated only under a political administration of educational affairs. If we are not living under this evil, let the scandal be removed.

THE PROPRIETARY OF THE "CANADA EDUCATIONAL MONTHLY."

IT seems late in the day to require the disclaimer at our hands that the CANADA EDUCATIONAL MONTHLY has no connection whatever with any publishing house, and

that no firm in the book trade has any financial interest in the publication. For similar purposes it is alleged that the magazine is the organ of the Canada Publishing Company, and that that publishing house and the firm of James Campbell & Son have a pecuniary interest in the property. The statement has no foundation in fact: on the contrary, the serial is the exclusive property of members of the profession, representing the Inspectorate and the High and Public Schools of the Province, by whom it is conducted, as an independent organ of educational thought and opinion, in the general interest of the teaching fraternity of Canada. No firm or individual member of the book trade owns or has owned a dollar of stock in the company; and if the MONTHLY has at times seemed to speak on behalf of any particular house in the trade, it has done so with a view to the general weal of education in the Province and in the truest interests of the teaching profession. Its utterances emphatically are its own, uninfluenced by trade alliances and untrammelled by official connection. Once more we beg that the position of the magazine shall be understood.

THE "FONETIX" CRAZE.

"THAIR iz 2 things in this life," says the immortal A. Ward, "fur witch we ar never prepaired, and that iz twins." The irruptive folly of those who are bent on taking liberties with the language may well be counted a *third*. The good nature of the editor of our excellent contemporary, the *Toronto World*, we notice, has lately been strained to admit the effusions of some correspondents, with "a peccoliar expreshun into thair eyes," as Artemus would say, who are unduly concerned about the spelling of the language, but who are as unlikely to improve it by their license as was the man whom our humourist speaks of, who "cud no moar translait wun ov Virgil's Ecklogs tu a spot than he cud translait a baby out ov a kradle, without it cum apart." We have, in early numbers of this magazine, deprecated the designs of those tiresome reformers of the language who would treat words as visible

objects to be shaped in their spelling after their own orthoepic notions, regardless of their history and derivation. No doubt, there are many, however, who do not go this length, but, retaining some respect for the traditions of the language, are modest enough to refrain from chopping it beyond recognition. To these good people we would say, possess your souls in patience: time will effect whatever changes may be desirable, without precipitating the language into a chaos of Josh Billingsism, and committing a desecration at which every sensible man must shudder. Let us, in this matter, "go slow;" for while there are, no doubt, many "Birds-fledum Sawinses" who would fain see English orthography accommodate itself to the vagaries of those who want to spell as they speak, there are a few of the race left who have not fallen prostrate before the Baals and Ashtaroths of modern phonetics, and whose tastes revolt at the indecent clamour to mongrelize our literature. "Man wuz mād to moarn, sez wun Burns, a Skotchman, who wuz edikated tew poetry frum hiz infansy;"—in the phrase again of Artemus,—and it will be the fate of all of us to mourn if, believing the authority we have quoted to be serious, when in confidence we are told, that "Chaucer didn't no how tu spell," we take Josh Billings *et al.* to our hearts, as heaven-born deliverers from the tyranny of traditional spelling, and accept them as our coming guides and mentors in philological science. If, despite our protests and our conservatism, the day of "fonetic" rule shall unhappily come, then may we pity the youth who, after conning his lesson from a "fonetic" primer, turns to steep his fancy in the literature of the past, but finds that by a perverted training he is unable to decipher and enjoy it. When that calamity shall overtake him, it will be well if he is not heard to exclaim, that "it hud bin better than \$10 in mi pocket iv I hud never bin born."

INSPECTOR KNIGHT ON THE INTERMEDIATE EXAMINATIONS.

EXTRACT FROM REPORT TO THE LINDSAY BOARD OF EDUCATION.

The examination of Intermediate candidates is a useless expense, and only makes the

teachers' examination more cumbrous and complicated. No certificates to teach can be issued on this examination, as third class candidates are required to take four or five additional subjects. It does not serve as a promotion examination, as pupils who pass are not necessarily fit for the upper school, while those who fail may be promoted to any of the classes. For a number of years a portion of the legislative grant was distributed according to the number of pupils who passed the intermediate, under the designation of "payment by results." But, as in many cases, the results of the teaching and the results of the examination did not agree, another basis of distribution had to be adopted.

The regulations that in future candidates must take the intermediate before the third class, and in case they pass in some subjects and fail in others they need not be re-examined in those subjects in which they pass, will be found difficult to carry out, and also objectionable in principle. As a matter of expense, the cost of furnishing rooms and providing presiding examiners is about the same for a given number of candidates whether they all take every subject or only a few of them. The greater the number of options the greater the cost will be. At the late examination five rooms and five examiners were required. For convenience I arranged to have one room all second class, another all third class, two rooms all intermediate, and the remaining room, taken by myself, had candidates of all three classes. This was the best arrangement that could have been made. But on one day the intermediate candidates had to write only one hour and a half, and on another day two hours; the Department requiring your Board to pay the examiners the same for that limited time as to the examiners who had second class candidates, and had to be present over seven hours a day. On the last day, the only subject being French, one examiner was sufficient.

If the subjects in which candidates fail this year, and have to write again next year, are those options which only a few take, such as natural philosophy, chemistry, etc., there will be very little additional cost; but if, as is quite likely, they should be history or arithmetic it may require one or two additional examiners, and more rooms than we are able to provide.

The matter of keeping track of the subjects in which individual candidates respectively pass and fail is one for the Education Department to deal with. If candidates are allowed to write one year at one school and another year at another school it will make things complicated. If they are required to write both years at the same school it may

cause inconvenience to some candidates. The advisability of granting teachers' certificates on the result of examinations passed piecemeal I shall not now discuss.

The preparations made at the Education Department were probably as well carried out as could be expected when we remember that there is not one man at the Education Department, nor are there a dozen men taken together, capable of mastering the details of such an examination. There were three cases in which the time allowed for a subject on the time-table differed from that on the examination paper. The second and third class arithmetic papers were distributed simultaneously. According to the time-table two hours were allowed. According to the question papers the time for second class was two hours, for third class one and a half hours. As the examiner has no copy of the questions except when a candidate fails to attend, in most cases the candidates would have two hours. But if the examiner by any means found out the discrepancy, he would have to elect whether to allow an hour and a half or two hours.

In the case of composition, both second and third class, the time on the papers was an hour and a half, on the time-table one hour. Although we have no instructions to that effect, our practice is to copy the time-table on the blackboard so that both examiner and candidates can at all times read it without referring to the printed sheets which are supplied in limited numbers. Three different practices would probably be the result of this error in the Department. In one case the examiner would decide to allow only an hour; in another case he would allow an hour and a half; in the third case the examiner would call for the papers to be given in just as the candidates thought they had thirty minutes to spare.

For dictation half an hour was allowed. The selections were different for second and third class candidates, and there was about half an hour's work for each. It probably did not occur to the individual who made the selections that most examiners would find it inconvenient to read different sentences to two classes of candidates at the same time.

The rejection of book-keeping, formerly one of the options, from the list of subjects, is calculated to have a very injurious effect on the efficiency of our teachers, and also on our High Schools, which ought to be able to provide a good commercial education for all the pupils, and to give prominence to the useful rather than the ornamental. The omission of reading and writing is still the greatest blemish of the Intermediate.

The questions this year were no improve-

ment on former occasions. The third class grammar paper was probably the worst. That on composition is useless as a test of the ability of teachers to deal with the subject in their schools.—*Canadian Post*, Lindsay.

UNIVERSITY OF TORONTO.

RESULT OF THE RECENT JUNIOR MATRICULATION EXAMINATIONS.

THE SCHOLARSHIP AND HONOR LISTS

The results of the recent junior matriculation examinations of the University of Toronto were announced at the meeting of the Senate. Below will be found full lists of the successful candidates. Of the matriculants it is worthy of note that fourteen ladies passed the same examinations as the men, the teachers being the same in each case. Thirteen of the matriculants were sent by U. C. College, and fifteen by the Toronto Collegiate Institute.—*Toronto Mail*.

ARTS.

Pass.—Abbott, A., Aikins, H. A., Arkell, R., Armstrong, A. J., Avery, E. H., Bannerman, W. F., Barnhardt, A. D., Bayley, E., Beath, T., Blain, Miss S. J., Bowlby, G. H., Boys, H. R., Bradley, W. A., Brehner, J., Bremner, T. P., Brown, F. C., Cameron, Miss M. A., Carpenter, H., Chisholm, W. P., Chalmers, W. J., Chaut, C. A., Crystal, R. J., Clayton, Miss A., Collier, H., Colquhoun, W. E., Crawford, J., Crawford, J. T., Cummings, S., Dale, J. F., Doyle, J. M., Dow, J. A., Drake, F. A., Drew, E. M., Duff, J. A., Dwyer, H. A., Eastwood, J. H., Fenwick, Miss C. W., Ferre, S. A., Ferguson, T. R., Fleury, W. J., Freeman, J. A., Gardner, A. L., Garvin, J. A., Gordon, A. R., Graham, W. A., Guinane, J., Halstead, T. H., Hamm, Miss M. J., Hardy, C. J., Henderson, C. G., Hicks, Miss C. S., Hill, C. L., Hill, F. W., Holmes, R., Hensberger, O., Hume, Miss J., Hanler, W. H., James, N., Jeffrey, C. L., Jeffreys, J., Johnston, R., Kehler, A. J., Kelly, M. V., Kelly, W. E., Kennedy, J. P., Kent, W., Laing, Miss S. C., Langdon, P., Logie, T., Looseley, Miss, Lucas, J. V., Macdonald, J. A., Mackay, R. V., Maclean, H., Maclean, J. S., McMurty, A. A., McLeod, H. W., McArthur, R. A., McGhee, L. V., Mackay, A. N., Maclean, S., McLennan, J. C., McMahon, J. A., McNamara, J. R., Miller, W. L., Moore, C., Moore, J. H., Morrison, M., Morphy, A., Neilly, J. W., Nesbitt, W. H., Norman, T. J., O'Brien, A. H., Pakenham, W., Panzer, J. A., Phillips, H. C., Potts, R. B., Reavley, A. E., Redden, F. A. C., Reed, J. H., Robson, Miss J. H.,

Rosebrugh, J. R., Ross, Miss C., Ross, H. G., Shannon, J. R., Sims, J. A., Sinclair, J., Shter, E., Smith, A. J., Stewart, T. B. P., Stewart, W. O., Stockton, G. S., Stone, Miss A., Stone, H. E., Stratten, A. W., Stuart, J. C., Sutherland, J., Taylor, J. A., Teeple, R. H., Thompson, A. B., Thorburn, J. D., Tolling, M. P., Tom, Miss F. E., Watt, F. S., Walters, W. R., White, W. T., Widdneld, H., Wilmott, W. E., Wilson, E. V.

Twenty-two were in all rejected.

MEDICINE.

The following candidates have passed the matriculation in Medicine: Johnson, D., Morrisburg, H. S., Morrison, W. C. (self taught), Von Mandelsloh, A. C., Berlin, H. S., Watson, W. R., Waterdown, H. S.

HONORS.

Classics.—Class II., Johnston; Latin only, Morrison.

Mathematics.—Class II., 1, Johnston; 2, Morrison.

English.—Class I., Morrison. Class II., Johnston.

History and Geography.—Class I., Morrison. Class II., 1, Von Mandelsloh; 2, Johnston.

French.—Class I., Morrison.

German.—Class I., Von Mandelsloh. Class II., Morrison.

Chemistry.—Class II., Johnston.

The smallness of the class in Medicine is accounted for by the fact that it is the custom now for candidates to matriculate in Arts and afterwards to transfer to Medicine.

SCHOLARSHIPS IN ARTS.

Classics.—Stratten, A. W., Toronto Collegiate Institute.

Mathematics.—Crawford, J. I., Hamilton Collegiate Institute.

Modern Languages.—Logie, T., London Collegiate Institute.

Prince of Wales' Scholarship.—McArthur, R. A., Upper Canada College.

General Proficiency.—Hunter, W. H., Toronto Collegiate Institute; Palmer, J. A., Whitby Collegiate Institute; Stratten, A. W., Toronto Collegiate Institute; Hardy, C. J., Ottawa Collegiate Institute; Smith, A. S., Upper Canada College.

HONOR LISTS.

Classics.—Class I., Stratten, A. W., Reavley, E., Shter, E. O., Freeman, J. A., McArthur, R. A. Class II., Ross, H. F., Palmer, J. B., Hunter, W. H., and Stewart, T. B. P., equal; Crawford, J., McKay, A. W., Brebner, J., Chisholm, W. P. and Miller, W. L. and Molsby, A., Langdon, P. and

MacLean, J. S. and Smith, A. G., Bremner, F. P. and Reid, G. H., Dale, J. F., Hardy, C. J.

Mathematics.—Class I., Crawford, J. F., Duff, J. A., Chant, C. A. and Stewart, J. C., Keiler, A. J., Housberger, O., Avery, E. H., Logie, T., Rosebrugh, T. R., Hicks, C. G., Johnston, R. and Kelly M. V., MacLean, C. Class II., Smith, A. G., Beath, T., Sutherland, J. and Stratten, A. W., Laing, Miss S. E. and Morrison, N., Hunter, W. H., White, W. T., Colquhoun, W. T. and Pakenham, W. and Palmer, J. A., Brebner, J. and Jeffreys, C. I., McLennon, J. C., Neyley, J. A., Drake, F. A., Hardy, C. J., Kennedy, J. P., Moore, J. H., Jeffreys, J. and Looney, Miss K. N., Graham, W. A., Armstrong, J. A., Sinclair, J.

English.—Class I., Hunter, W. H., Chant, C. A., Logie, T., Eastwood, J. H., Robson, J. H. Class II., Gordon, A. R. and Pakenham, W. and Smith, A. G., Dale, J. F. and Redden, J. A. C., Hardy, C. J. and Sutherland, J., Henderson, A. J., Carpenter, H. and Neyley, J. A., Dwyer, H. A., and Palmer, J. A. and Stratten, A. W., Reavley, L., Keiler, A. J. and Kelly, M. V. and McArthur, R. A., MacLean, J. S., Féré, G. A. and Holmes, R. and McMurphy, A. A., Aikens, H. A. and Bayley and Bremner, F. P., and Laing, S. E. and McNamara, F. R., and Ross, O.

History and Geography.—Class I., Neyley, Henderson, Dale, Garvin, J. A. and Logie and Pakenham, McArthur. Class II., Hunter and Palmer and Reavley, Eastwood, Gordon and Ross, Graham, W. A., Beath and Drew, Bradley and Kent and Robson and Stuart, J. C., Avery and Carpenter, H. and Halstead and Keiler and Laing and Mahood, H. W. L., Wallers, W. R., Aikens and Féré, Clayton, A. and Hardy and McMurphy and Stone, H. C., Armstrong and McNamara and Tolling, M. P., Cameron, M. A. and Kennedy, J. P. and Sutherland, Jeffreys, Hicks and Sinclair, Stewart, T. B. V., Fenwick, E. W.

French.—Class I., Féré, Logie, Robson, Housberger, Kent, Aikens, Holmes and McArthur, Hicks, Blain and Ross, Pakenham and Smith, Fenwick and Hunter, Widdifield, Cameron and Jeffreys. Class II., Drake, Hardy, Hume, J. and Palmer, Graham, Dwyer and Maclean, J. S. and McKay and Stone, A., Boys, H. R. and Laing, McNamara, Hamm, Miss M. J. and Hill, T. W.

German.—Class I., Housberger, Robson, Logie, McArthur, Kent, Ross, Blain, Pakenham, Hicks, Féré, Clayton. Class II., Holmes, Aikens, Fenwick, Hardy, Drake, McNamara, Boys, Hunter, Stone, A., Maclean, J. S., Cameron, Jeffreys, Mahood.

WOMEN'S LOCAL EXAMINATIONS.

[The numbers after the names indicate the groups in which the candidates have passed.]

Addison, M. E. F., 2 and 3; Arkell, H., 2 and 3; Alt, A., 3; Bollard, M., 2 and 3; Balmer, M. L., 2 and 3; Barr, A., 2 and 3; Cameron, A., 2; Cattinach, J., 2 and 3; Cockshutt, M., 3; Cole, B., 2; Carlwood, I. J., 2 and 3; Fair, E., 2; Fitzgerald, A., 2 and 3; Forbes, J., 2 and 3; Gould, E., 2 and 3; Gladduh, L. S., 2 and 3; Glover, N., 2 and 3; Hepburn, M., 2 and 3; Hilliard, C. L., 2; Inglis, N., 2; Jameson, E., 3; Johnston, D. A., 2 and 3; Joyner, M., 2 and 3; Kelly, F., 2 and 3; Kettles, N. E., 3; Lapey, N., 2 and 3; McCaul, M. J., 2 and 3; McDougall, M., 2; McFarlane, M., 2 and 3; MacGregor, A. M., 2 and 3; McGregor, T., 2; McLaren, K., 2 and 3; McNiven, G., 2 and 3; Miller, L., 3; Mills, V., 2 and 3; Neehols, A., 2; Patterson, M., 2 and 3; Penwarden, 2 and 3; Loddick, 2 and 3; Rogers, M., 2 and 3; Ross, C. K., 2 and 3; Walkington, J., 2 and 3; Warren, M., 2 and 3; Watson, B., 2 and 3; Webb, K., 2 and 3; Wickett, E., 2 and 3; Wickett, M., 2 and 3; Zealand, J., 2 and 3.

Group 2 comprises Mathematics, and group 3 English, French, History and Geography. Of those who passed the local examination for women, six came from the Brantford Young Ladies' College, five from Richmond Hill High School, one from Newmarket High School, three from St. Mary's Collegiate Institute, one from Toronto Collegiate Institute, two from Port Hope High School, twenty-five from St. Thomas Collegiate Institute, five from Whitby Collegiate Institute.

HONOR LIST.

Mathematics.—Class II., Watson, B. G., Port Hope H. S.

English.—Class I., (1) Barr, A., Brantford Young Ladies' College, (2) Balmer, M. L. and Patterson, M. (æq.), Brantford Young Ladies' College; Keltie, F., Newmarket H. S.

History and Geography.—Class II., (1) Cockshutt, N., Brantford Young Ladies' College; (2) Balmer, M. L., Keltie, F. (æq.); (4) Patterson, M.; (5) Barr, A. and Johnston, D. A. G., Whitby C. I. (æq.); (7) Jamieson, E., Brantford Y. L. C.; (8) Gadish, L. G., Richmond Hill H. S., and Lewis, H., Newmarket H. S. (æq.); (10) Miller, E., Richmond Hill H. S.

French.—Class I., (1) Kettles, M. E., private study and Toronto C. I., and Raddick, M. E., Port Hope H. S. (æq.); (3) Balmer, M. L., Jamieson, E. and Keltie F. (æq.). Class II., (1) Watson, B. G.; (2) Barr, A.; (3) Patterson, M.; (4) Johnston, D. A. G.; (5) Cockshutt, N.

HIGH SCHOOLS.

DISTRIBUTION OF GRANT.

Regulations approved by Order in Council on the 16th day of July, 1883, in lieu of the Order dated 31st day of July, 1882.

The annual Legislative Grants to High Schools and Collegiate Institutes shall be distributed on the following basis, namely —

A.—HIGH SCHOOLS.

(1) Every High School with two qualified teachers shall receive the fixed grant of \$500, and in addition 33½ per cent. of the yearly amount paid for salaries of such teachers from \$1,500 up to \$2,000.

(2) During the year 1883 special grants, not exceeding \$80, may be recommended by the Education Department in favour of such High Schools of this class whose present circumstances may be so exceptional as to justify this grant.

(3) Every High School with at least three qualified teachers shall receive the fixed grant of \$500, and in addition 45 per cent. of the yearly amount paid for salaries of such teachers over \$2,000, but not to exceed \$750 in any case.

B.—COLLEGIATE INSTITUTES.

(4) Every Collegiate Institute complying with all the conditions prescribed by the Education Department for Collegiate Institutes, as such, shall receive the fixed High School grant of \$500, the special grant for Collegiate Institutes \$250, also 45 per cent. of the yearly amount paid for salaries of duly qualified teachers from \$2,000 up to \$4,500, but not to exceed \$750, also 33½ per cent. on the amount paid for salaries for such teachers over \$4,500, but not to exceed \$500.

(5) For the year 1883 the sum of \$2,000 in addition to the grant voted for the estimates of the year, shall be distributed among the Collegiate Institutes and High Schools on the basis of average attendance.