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THE CANADA
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OCTOBER, 1882.

NEW-WORLD BEGINNINGS.*

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TORONTO.

WE meet to-day to organize a fellowship for the study and encouragement of Science and Letters in our young Dominion; and I find the duty imposed on myself of delivering an opening address for this section of our newly constituted Canadian Royal Society, to which are apportioned the departments of English Literature, History, and Archæology. I should have preferred to deal with a less comprehensive range of subjects; and would indeed have been better pleased if our Canadian Society had approached, in this respect, more nearly to the practice of the parent Royal Society by omitting English Literature altogether from the objects of its fostering encouragement. But as neither Archæology nor History finds a place in the pro-

ceedings of the Royal Society; and Canada is hardly yet prepared to emulate older countries in the multiplication of its Academies and Institutes of Science and Letters: I accept the duty assigned to me; only regretting the absence of the distinguished scholar whose name is associated with my own as one of the presidents of this section, and who is so much better fitted to be the representative of History and of English Literature on such an occasion.†

The multifarious objects assigned to the section render it all the more difficult to select a theme for this occasion without seeming to give undue prominence to one or other of its distinct branches; but, looking on the organization of this Society as a new step in the development of our young country, it may not prove unsuitable if I revert to some archæ-

* The inaugural address of the Section of English Literature, History, and Archæology of the Royal Society of Canada.

† Professor Goldwin Smith D.C.L.

ological and literary indices of the first glimpses of this Western Continent, and glance at it in its distinctive individuality as a world apart from all the historical arenas of Semitic or Aryan civilization.

It is not without reason that we still speak of this western hemisphere as the New World. The date of its discovery, and all the attendant circumstances, constitute the era a definite index beyond all else, marking the world's entrance on modern centuries; a fresh starting-point in the history of the Old World, as well as the beginning of that of the New. The history of the latter is for us necessarily modern. Unless we reckon the Mexican hieroglyphic codices, and the sculptured but undecipherable records of Central America and Peru as historical documents, all that here dates before the memorable A.D. 1492 is prehistoric. How far back that unrecorded period may yet be traced, it would be presumptuous to assign a limit. But of our own Canadian domain, through all its wide stretch of territory, westward to the Pacific, and northward to the Pole, it must be owned that as yet nothing has disclosed itself indicative of other than ephemeral tribes akin to the nomads who still wander aimlessly over the prairies, or linger in diminishing numbers beyond the Rocky Mountains. I know of but one inscription in Canada which seems to suggest the idea of a genuine native, graven record. Of earth-works, graded terraces, or memorial mounds, we have none on a scale beyond the capacity of the rude forest or prairie tribes; and of sculpture or architecture akin to the ruined palaces of Yucatan, or the temples and cyclopean remains of Peru, we have no other trace than is discernible in the curious reappearance of the like style and conventional art-forms, in the ivory carvings of the Tawatin Indians of British

Columbia, and the elaborate ornamentations of the ephemeral lodges of the Haidas of the Queen Charlotte Islands.

If, indeed, we turn to philological evidence, the languages of the aborigines of Canada, and of the arctic haunts of the Esquimaux in their essentially distinctive families, and the multiplicity of dialects, remote in all respects from the characteristic affinities of the languages of the Old World: point, beyond question, to the lapse of unnumbered centuries during which successive generations have run their course, more unprogressive amid all the inevitable changes wrought by time than the autumns of their own forests. We catch the earliest glimpses of them in the graphic notes of Cartier and Champlain; and yet their own legends seem to tell of a time when the Mastodon—whose huge skeletons are met with in the superficial drift-gravels,—was known to their fathers, even as the mammoth is proved to have been familiar to Europe's palæolithic man. But of the events of all the intervening centuries we have no *more definite record than of the leaves of their recurring autumns, or the snows that melted on each return of spring.*

But the all-absorbing theme of archæological inquiry, the evidence of the antiquity of man, receives no less attention on this continent than in Europe; and already not only flint and stone implements from the riveriferous gravels of California, and the river-drift of New Jersey, have been produced as the workmanship of the men of the glacial period; but even the assumed crania of those palæolithic workmen have been accredited by American geologists and archæologists. So far, however, as the man of this continent and his arts are concerned, the reliable disclosures hitherto made are referable, for the most part, to periods which must be

classed as recent, whether we compare them with the archaeological or the historical determinations of antiquity in the Old World. On the other hand, all the traces of philological relation between the native languages of America and those of Asia, Africa, or Polynesia, can be accounted for only on the assumption of migrations of extremely remote date. But language carries us back but a little way when brought into competition with the materials for prehistoric research which archæology has supplied.

The comprehensive aspect which the prehistoric archæology of Europe has now assumed, with its palæolithic and neolithic periods, illustrated not only by abundant examples of primitive arts, but by sepulchral disclosures familiarizing us with the physical form and cerebral capacity of the workmen, enables us to systematize our knowledge of Europe's earliest post-glacial epoch. Much has now been recovered illustrative of the geographical condition of Europe in the later geological periods associated with man. We know the character of the fauna, and the accompanying climatic conditions of successive periods of change. Still more, we are familiar with the rude implements of the river-drift, and with the ingenious arts of man, contemporary with the strange animal life of that prehistoric dawn. Abundant examples have sufficed to illustrate the peculiar workmanship, for example, of the men of the Reindeer period of southern France. We possess their graphic drawing of the living Mammoth, along with carvings and etchings of the fossil horse, the reindeer, and other long-extinct fauna, graven by the cave-dwellers of La Madelaine and other rock-shelters of the Vézère, when the Garonne valley more nearly approximated in climate to that of the Moose or the Abbitbhe Rivers of our own

Hudson Bay territory. We have, moreover, the large, well-developed skulls of the men of Mentone, Cro-magnon, and other palæolithic cave-sepultures, with all the accumulated evidence of cave and river-drift, kitchen-middens, lake-dwellings, cran-oges, cists, and barrows. Much knowledge remains still to be added before the history of that strange prehistoric dawn assumes coherent verisimilitude. But we have learned enough to no longer doubt that a history lies behind Europe's oldest-written records, compared with which even the chron-iclings of the Pharaohs are recent. Hitherto, however, the assumed proofs of any corresponding American palæo-lithic art have been, at best, isolated and indecisive; with, perhaps, the single exception of the "turtle-back celts," reported by Dr. Charles C. Abbot as characteristic of the glacial-drift of the Delaware River, New Jersey. But the age of this geological formation has been questioned. The occurrence of seemingly intrusive flint implements of modern Indian workmanship there, as elsewhere in ancient gravels, has tended still further to suggest a wise caution against accepting as indisputable the evidence which would thus point to the presence of man on this continent in palæolithic times. Yet there is no ground for assuming it as impossible, nor even as necessarily improbable. So striking, indeed, in some respects are the analogies between the ingenious arts of the ancient draftsman and sculptor of Europe's Palæolithic period, and those of our own hyper-borean hunter race, that Professor Boyd Dawkins, in his "Early Man of Britain,"—somewhat hastily carrying analogies to an extreme,—arrived at the conclusion that the race of the cave men of Central Europe's Reindeer and Musk-sheep period finds its living representatives in the Esqui-maux of our own arctic Canada. To

the geologist who realizes all that is implied in the slow retreat of this palæolithic race over submerging continents, and through changing eras of glacial and sub-glacial range, to such a home within our own arctic circle, the oldest historical dates of this New World must seem indeed but of yesterday. The assumption, however, was a hasty one, based on a correspondence in arts easily accountable in races in many respects dissimilar, but placed under all the narrow limitations of the hunter stage in an arctic or semi-arctic climate. In reality the crania of the Perigord draftsmen and carvers present no ethnical correspondence to those of the Esquimaux, while in point of artistic ability their carvings and etchings exhibit a degree of skill and manual dexterity altogether surpassing the highest achievements of Esquimaux art. Yet in their imitative design and artistic skill the aborigines of this continent present striking elements of contrast to many of the races of the Old World in corresponding stages of development. Not only do the Esquimaux carve their bone and ivory into ingenious representations of the fauna of their inhospitable clime; and draw, in well-etched outline, on the handles of their weapons and implements of the chase, spirited representations of the incidents of their hunter-life: but also the rude tribes of our North-West and those of the Pacific coast and islands of British Columbia not only copy the familiar animal and vegetable forms surrounding them, but represent with no less ingenious verisimilitude the novel objects of European art brought under their notice. This imitative faculty shows itself in many ways: in plaited and woven grass and quill work, decorated with pictorial devices, wrought as patterns with colored grasses and dyed porcupine quills, in the process of plating or weaving. Again it is seen in

pottery ornamented with floral patterns or modelled into human and animal forms. Not less curious are the arts and architecture of the Haidas of the Queen Charlotte Islands, with their elaborately carved monumental posts, and the decorative ornamentation of their village lodges. The analogies which those present to some of the most characteristic sculptures of the ruined cities of Yucatan, as already noted, are replete with interest, marking for us traces of a long-extinct civilization, and surviving, like half-obliterated foot-prints, confirming other indications derived from customs and language, of ancient routes of migration, and of early intercourse; if not of a common relationship, between savage tribes of our Canadian North-West and Pacific coasts, and the ancient civilized nations of Central America and the Mexican plateau.

It is sad, surely, to realize the fact that the glimpse we thus catch of those artistic Haidas of the Queen Charlotte Islands, with all their peculiar aptitude in carving and constructive skill, is that of a vanishing race. Yet it cannot be said of the Haida that "he dies, and gives no sign." On the contrary, his ingenious arts embody far-reaching glimpses of a remote past, the full significance of which has yet to be determined. They help us, moreover, in the interpretation of other records of a like kind, such as those of the long-vanished Mound Builders, by whom the fertile valleys of the Ohio and the Mississippi were occupied in America's prehistoric times. With the aid of their carvings and pottery we learn much regarding their physical aspect, the range of their geographical experience, their intercourse with remote regions, and probably with diverse tribes, extending from the rich copper regions of Lake Superior to the Gulf of Mexico. We have material also

for gauging their mental capacity and intellectual development, though this is a problem requiring wise caution in the attempt to solve it. The arts of the savage Haidas show how great may be the artistic development within certain narrow limits, perpetuating mimetic skill and an inherited conventional art through many generations, and yet accompanied by no corresponding traces of civilization in other directions. On the other hand, the marvellous earthworks which have been justly accepted as the true characteristics of the vanished race of the Ohio Valley perpetuate for us the perplexing evidence of a singular geometrical skill among a people with whom the metallurgic arts were in the very simplest elementary stage.

By these and the like means we recover glimpses of an ancient past for our New World, as for the Old. Prehistoric they are for us, though how old we cannot as yet pretend to guess; for, after all, antiquity is a very relative thing. The landing of Julius Cæsar is among the oldest of definite events for the British historian. For Rome it was a very late date; and as for Greece, Carthage, Phœnicia, or Egypt, their histories had already come to an end long before ours was thus beginning.

For our western world, even now anything dating before the landing of Columbus seems remote as the era of Menes to the Egyptologist; and yet for England that is the time of her Tudors, and already modern. But Greenland has disclosed in our own day the graven runic memorials which place beyond all question an older knowledge of America revealed to European explorers. During a recent visit to Copenhagen, I examined with peculiar interest the runic monuments recovered from Igalikko, Ikigeit, Kingiktorsok, and other settlements of the old Northmen of Greenland: memorials of Eric the

Red, the founder of the first colony of Northmen beyond the Atlantic about the year 1000; and of Liêt, his son, who, according to the old Eric saga, sailed southward in quest of other lands; for whose traces the antiquaries of Rhode Island and other New England States have searched with all becoming enthusiasm. The Dighton Rock is familiar now to all American antiquaries, for no Behistun cuneiforms, or trilateral Rosetta stone, ever received more faithful study. The more substantial Round Tower of Newport, Rhode Island, long furnished another well-accredited memorial of the exploration of New England by the Northmen of the eleventh century. Professor Rafn, and his brother antiquaries of Copenhagen, welcomed the dubious relics with undoubting faith, and their authentication of them in the *Antiquitates Americanae* gave them for a time a well-accredited guarantee of genuineness. But the runics of the Dighton Rock have vanished with the faith of their too-credulous interpreters; and as for the Newport Round Tower—one of the few genuine historical ruins of the New World, north of Mexico,—its chief associations are now with the venerable New England poet, so recently passed away from us in the ripe maturity of years and fame, who linked its ancient walls with more genuine Norse sentiment in his fine ballad of "The Skeleton in Armour."

The poet, William Morris, in his "Earthly Paradise," represents the later Vikings of the fourteenth century following the old leadings of Leif Ericson across the Atlantic in search of the earthly paradise:

"That desired gate
To immortality and blessed rest
Within the landless waters of the West."

The time chosen by the poet is that of England's Edward III., and still more, of England's Chaucer. But,

in reality, all memory of the land which lay beyond the waters of the Atlantic had faded as utterly from the minds of Europe's mariners, in that fourteenth century, as in the elder days when Plato restored a lost Atlantis to give local habitation to his ideal Republic; and when the idea revived, in the closing years of the fifteenth century, not as a philosophic dream, but as a legitimate induction of science, the reception which it met with from the embodied wisdom of that age, curiously illustrates the common experience of the pioneers in every path of novel discovery.

To Columbus, with the well-defined faith in the spherical form of the earth which gave him confidence to steer boldly westward in search of the Asiatic Cipango, the existence of a world beyond the Atlantic was no mere possibility. So early, at least, as 1474 he had conceived the design of reaching Asia by sailing to the west; and in that year he is known to have expounded his plans to Paolo Toscanelli, the learned Florentine physician and cosmographer, and to have received from him hearty encouragement. Assuming the world to be a sphere, he fortunately erred alike in underestimating its size, and in overestimating the extent to which the continent of Asia stretched away to the eastward. In this way he diminished the distance between the coasts of Europe and Asia; and so, when at length he sighted the new-found world of the west, so far from dreaming of another ocean wider than the Atlantic between him and the object of his quest, he unhesitatingly designated the natives of Guanahani, or San Salvador, "Indians," in the confident belief that this was an outlying coast of Asiatic India. Nor was his reasoning unsound. He sought, and would have found, a western route to that old east by the very track he followed, had no American

continent intervened. It was not till his third voyage that the great admiral for the first time beheld the new continent: not indeed the Asiatic mainland, nor even that of our northern dominion; but the continent of South America, and the embouchures of the Orinoco River, with its mighty volume of fresh water, proving beyond dispute that it drained an area of vast extent, and opened up access far into the interior of a new world.

Columbus had realized his utmost anticipations, and died in the belief that he had reached the eastern shores of Asia. Nor is the triumph in any degree lessened by this assumption. The dauntless navigator, pushing on ever westward into the mysterious wastes of the unexplored Atlantic in search of the old east, presents the most marvellous example of pure faith that Science can adduce. To estimate all that that faith implied, we have to turn back to a period when his unaccomplished purpose rested solely on that sure and well-grounded faith in the demonstrations of Science.

In the city of Salamanca, there assembled in the Dominican Convent of San Estebán, in the year 1487, a learned and orthodox conclave, summoned by Prior Ferrando de Talavera to pronounce judgment on the theory propounded by Columbus, and decide whether, in that most Catholic of Christian kingdoms, on the very eve of its final triumph over the infidel, it was a permissible belief that this Western World of ours had even a possible existence. Columbus set before them the scientific demonstration which constituted for himself indisputable evidence of an ocean highway across the Atlantic to the Western World beyond. The clerical council included professors of mathematics, astronomy and geography, as well as other learned friars and dignitaries of the Church: probably as respectable an assemblage of cloister

bred pedantry and orthodox conservatism as that fifteenth century could produce. Philosophical deductions were parried by a quotation from St. Jerome or St. Augustine, and mathematical demonstrations by a figurative text of Scripture; and, in spite alike of the science and the devout religious spirit of Columbus, the divines of Salamanca pronounced the idea of the earth's spherical form to be heterodox, and declared a belief in antipodes incompatible with the historical traditions of the Christian faith: since to assert that there were inhabited lands on the opposite side of the globe would be to maintain that there were nations not descended from Adam, it being impossible for them to have passed the intervening ocean.

It may naturally excite a smile to thus find the very ethnological problem of this nineteenth century dogmatically produced four centuries earlier to prove that America was an impossibility. But, in reality, this ethnological problem long continued in all ways to affect the question. Among the various evidences which Columbus adduced in confirmation of his belief in the existence of a continent beyond the Atlantic, was the report brought to him by his own brother-in-law, Pedro Correa, that the bodies of two dead men had been cast ashore on the Island of Flores, differing essentially from any known race, "very broad-faced and diverse in aspect from Christians." And, in truth, the more widely they differed from all familiar Christian humanity, the more probable did their existence appear to the men of that fifteenth century. Hence Shakespeare's marvellous creation of his Caliban. Upwards of a century and a half had then elapsed since Columbus returned with the news of a world beyond the western ocean; yet still to the men of Shakespeare's day, the strange regions of which Columbus, Amerigo Ves-

pucci, Gomara, Lane, Harriot, and Raleigh wrote, seemed more fitly occupied by Calibans and the like rude approximations to humanity, than by men and women in any degree akin to ourselves. Othello, in truth, only literally reproduces Raleigh's account of a strange people on the Caoro, in Guiana. He had not himself, indeed, got sight of those marvellous Ewaipanoma, though anxious enough to do so. Their eyes, as reported, were in their shoulders, and their mouths in the middle of their breasts; nor could the truth be doubted, since every child in the provinces of Arromia and Canuri affirmed the same. The founder of Virginia, assuredly one of the most sagacious men of that wise Elizabethan era; and with all the experience which travel supplies: reverts again and again to this strange new-world race as to a thing of which he entertained no doubt. The designation of Shakespeare's Caliban is but an anagram of the epithet which Raleigh couples with the specific designation of those monstrous dwellers on the Caoro. "To the west of Caroli," he says, "are divers nations of cannibals, and of those Ewaipanoma without heads." Of "such men, whose heads stood in their breasts," Gonsalo, in "The Tempest," reminds his companions, as of a tale which every voyager brings back "good warrant of;" and so it was in all honesty that Othello entertained Desdemona with the story of his adventures:—

"Of moving accidents by flood and field,
And of the cannibals that each other eat,
The Anthropophagi, and men whose heads
Do grow beneath their shoulders."

The idea of an island-world lying in some unexplored ocean, apart from the influences which affect humanity at large, with beings, institutions, and a civilization of its own, had been the dream of very diverse ages, and a fancy of widely dissimilar minds.

When indeed we recall what the rude Norse galley of Eric the Red must have been, and what the little "Pinta" and the "Niña" of Columbus—the latter with a crew of only twenty-four men,—actually were; and remember, moreover, that the pole star was the sole compass of the earlier explorer: there seems nothing improbable in the assumption that the more ancient voyagers from the Mediterranean who claimed to have circumnavigated Africa, and were familiar with the islands of the Atlantic, may have found their way to the great continent which lay beyond. Vague intimations, derived seemingly from Egypt, encouraged the belief in a submerged island or continent, once the seat of arts and learning, afar on the Atlantic main. The most definite narrative of this vanished continent is that recorded in the *Timæus* of Plato, on the authority of an account which Solon is affirmed to have received from an Egyptian priest. According to the latter, the temple-records of the Nile preserved the traditions of times reaching back far beyond the infantile fables of the Greeks. Yet even these preserved some memory of deluges and convulsions by which the earth had been revolutionized. In one of those the vast island of Atlantis—a continent larger than Lybia and Asia conjoined,—had been ingulphed in the ocean which bears its name. This ocean-world of fancy or tradition, Plato revived as the seat of his imaginary commonwealth; and it had not long become a world of fact when Sir Thomas More made it anew the seat of his famous Utopia, the exemplar of "the best state and form of a public weale." "Unfortunately," as the author quaintly puts it, "neither we remembered to enquire of Raphael, the companion of Amerike Vespuce on his third voyage, nor he to tell us in what part of the new world Utopia is situate;" and so there is no reason

why we should not locate the seat of this perfect commonwealth within our own young Dominion, so soon as we shall have merited it by the attainment of such utopian perfectibility in our polity.

But it is not less curious to note the tardiness with which, after the discovery of the New World had been placed beyond question, its true significance was comprehended even by men of culture, and abreast of the general knowledge of their time. Peter Giles, indeed, citizen of Antwerp, and assumed confidant of "Master More," writes with well-simulated grief to the Right Honorable Counsellor Hierome Buslyde: "As touching the situation of the island, that is to say in what part of the world Utopia standeth, the ignorance and lack whereof not a little troubleth and grieveth Master More;" but as he had allowed the opportunity of ascertaining this important fact to slip by: so the like uncertainty long after mystified all current ideas of the new-found world. Ere the "flowers of the forest" had been weeded away on Fiodden Hill, the philosophers and poets at the liberal Court of James IV. of Scotland had learned in some vague way of the recent discovery; and so the Scottish poet Dunbar, reflecting on the king's promise of a beneficent still unfulfilled, hints, in his poem "Of the World's Instabilitie," that, even had it come "fra Calicut and the new found Isle" that lies beyond "the great sea-ocean, it might have comen in shorter while." Upwards of twenty years had passed since the return of the great discoverer from his adventurous voyage, but the *Novus Orbis* then and long afterwards continued to be an insubstantial fancy; for nearly another twenty years had elapsed, when Sir David Lindsay, in his "Dreme," represented Dame Remembrance as his guide and instructor in all heavenly and earthly

knowledge; and among the rest, he says:

"She gart me clearly understand
How that the ea. . . tripartite was in three;
In Afric, Europe, and Asie:"

the latter being in the Orient, while Africa and Europe still constituted the Occident, or Western World. Many famous isles situated in "the ocean sea" also attract his notice; but "The new found isle" of the elder poet had obviously faded from all memory of that younger generation.

Another century had nearly run its course since the eye of Columbus beheld the long-expected land, when, in 1590, Edmund Spenser crossed the Irish Channel, bringing with him the first three books of his "Faerie Queen;" in the introduction to the second of which he thus defends the verisimilitude of that land of fancy in which the scenes of his "famous antique history" are laid:—

"Who ever heard of th' Indian Peru?
Or who in venturous vessel measured
The Amazon huge river, now found true?
Or fruitfull Virginia who did ever
view?
Yet all these were, when no man did them
know,
Yet have from wisest ages hidden been;
And later times things more unknown
shall show;
Why then should witless man so much
misween
That nothing is but that which he hath
seen;
What if within the moon's fair shining
sphere;
What if in every other star unseen,
Of other worlds he happily should hear?
He wonder would much more; yet such
to some appear."

Raleigh, the discoverer of Virginia, was the poet's special friend, his "shepherd of the Ocean," the patron under whose advice he visited England with the first instalment of the epic which he dedicated to Queen Elizabeth, "to live with the eternity of her fame;" yet it is obvious that to Spenser's fancy this western continent was then scarcely more substantial than his own

faerie land; in truth still almost as much a world apart as if Raleigh and his adventurous crew had sailed up the blue vault of heaven, and brought back the story of another planet on which it had been their fortune to alight.

Nor had such fancies wholly vanished long after the voyage across the Atlantic had become a familiar thing. It was in 1723 that the philosophical idealist, Berkeley—afterwards Bishop of Cloyne,—gave form to a more definite and yet not less visionary Utopia than that of Sir Thomas More. He was about to organize "among the English in our western plantations" a seminary which was designed to train the young American savages, make them masters of arts, and fit instruments for the regeneration of their own people; while the Academe was to accomplish no less for the reformation of manners and morals among his own race. In his fancy's choice he gave a preference at first for Bermuda, or the Summer Islands, as the site of his college, and "presents the bright vision of an academic home in those fair lands of the west, whose idyllic bliss poets had sung, from which Christian civilization might be made to radiate over this vast continent, with its magnificent possibilities in the future history of the race of man." It was while his mind was pre-occupied with this fine ideal "of planting arts and learning in America" that he wrote the well-known lines:—

"There shall be sung another golden age,
The rise of empire and of arts,
The good and great inspiring epic rage,
The wisest heads and noblest hearts.
Not such as Europe breeds in her decay:
Such as she bred when fresh and young,
When heavenly flame did animate her clay,
By future poets shall be sung.
Westward the course of empire takes its
The four first acts already past, [way];
A fifth shall close the drama with the day;
Time's noblest offspring is the last."

The visionary philosopher followed up his project so far as to transport himself—not to the summer islands, of which Waller had sung,—but to Rhode Island, where he sojourned for three years, in pleasant seclusion and meditative work. He rejoiced in the “still air of delightful studies;” planned many perfect Utopias; speculated on space and time, and objective idealism; and then bade farewell to America, and to his romantic dream of regenerated savages and a renovated world.

Yet the refined metaphysical idealist was by no means the latest dreamer of such dreams. In our own century Southey, Coleridge, and the little band of Bristol enthusiasts who planned their grand pantisocratic scheme of intellectual communism; created for themselves, with like fertile fancy, a Utopia of their own,

“Where Susquehanna pours his untamed stream;”

and many a later dreamer has striven after ideal perfectibility in “peaceful Freedom’s undivided dale.”

In truth, in all ways we are reminded that this is a new world, still young and sanguine; familiar with the splendour of its own western suns; and seeing in them the promises of a brighter morrow. The thoughtful student of history cannot look on the marvellous advantages, and all the wondrous capacities of this young country, without anticipating for it a great future. And why should not young Canada indulge the amplest hopes of youthful fancy, on which no thought of the impossible intrudes?

“Maybe wildest dreams

Are but the needful preludes of the truth.
This fine young world of ours is but a child
Yet in the go-cart. Patience! give it time
To learn its limbs: there is a hand that
guides.”

With all the impulsive eagerness of youth, as the leaders of thought and of action, alike in the young Republic,

and in our still more youthful Dominion, take each new step, it is with the consciousness that it is a first step, untrammelled by the traditions and the conventionalities inherited from an ancient past; “a happy clime,” as, with Bishop Berkeley, we would fondly believe,

“Where nature guides, and virtue rules;
Where men shall not impose for truth and sense,
The pedantry of Courts and Schools.”

The poet Longfellow—in the highest characteristics of his genius as a sweet singer, a true link between old and new England,—has very recently passed away from us; and as I note the movement for some fitting monumental memorial of the sweet New England singer, the fact serves to recall the characteristic terms with which, in very recent years, Bayard Taylor thus dedicated the monument to another of the New England poets: Fitzgreene Halleck. “We have been eighty years” said he, “an organized nation, ninety-three years an independent people, more than two hundred years an American race; and to-day, for the first time in our history, we meet to dedicate publicly, with appropriate honours, a monument to an American poet.”

Since then the youthful American Republic, vigorous offspring of Old England, has attained her majority; and at the grand Centennial gathering at Philadelphia, in May, 1876, the poet Whittier’s graceful invocation, after craving that beneath our western skies may be fulfilled “the Orient’s mission of good-will,” thus closed the nation’s appeal to “our father’s God:”—

“O! make Thou us, thro’ centuries long
In peace secure, and justice strong;
Around our gift of Freedom draw
The safeguards of Thy righteous law,
And, cast in some diviner mould,
Let the new cycle shame the old!”

We too are this day inaugurating a

new movement of which it may suffice to say that, as yet, it presents no greater significance than did the little club, by and by designated by Mr. Boyle, "The Invisible Society," which in 1645 and following years—while England was pre-occupied with her great Civil War,—held its meetings at Dr. Goddard's lodgings, to consider points of philosophical interest. From thence it moved to Gresham College; and there, or at Wadham College, Oxford, or again at the lodgings of Mr. Boyle, the little coterie of philosophers gravely discussed, *e.g.*, the truth of Schotter's affirmation "that a fish suspended by a thread would turn towards the wind!" or tested by crucial experiment the opinion that a spider could not get out of a space encircled with powdered unicorn's horn! Yet this is the body which only seventeen years later received from the restored Charles II. its charter of incorporation as the Royal Society; and which now includes in its illustrious roll of Fellows the names of Wren, Halley, Newton, Davy, and the whole intellectual peerage of England.

Intellect and genius are limited neither by race nor geographical boundary. Let us hope and believe that, in the future of our young Dominion, men will arise to bear a part in Letters and Science not less worthy than those who figure in England's golden roll. If, when that consummation has been reached, our work of to-day should be reverted to; even as we now recall that first little gathering of England's scientific pioneers in Dr. Goddard's parlour: the name of "Royal Society,"—whatever may then be the political organisation of Canada,—will suggest anew the circumstances of its origin under the special encouragement of His Excellency, the Marquis of Lorne, as the representative of a Queen whose name will be associated in future ages,

like that of the great Elizabeth, with an era of unequalled distinction in letters and science.

In conclusion, I may be permitted to add, as in no degree foreign to the legitimate objects of a section which embraces history as well as literature, that, whatever may be the new relations, or the modified organisation of this Dominion:—

"Far on in summers that we shall not see,"

the confederation which has thus sprung into being from the extension of responsible constitutional government by Great Britain to the United Provinces of British North America, under a vice-regal representative of the Crown, presents features which cannot fail to awaken interest in the thoughtful student of history. What we look for in vain in the relations of Phœnicia, Carthage, Greece, or Rome, to their provincial states and colonies; and what Venice, Portugal, Spain, France, and Holland, have alike failed to achieve in modern centuries, has become for us an accomplished fact. The colonies of Greece were indeed bound to the Hellenic centre by community of language, race, and faith; even as the republican Anglo-American cannot, if he would, wholly alienate himself from the old land and race with which he shares in common

"The tongue

That Shakespeare spake; the faith and morals holds
Which Milton held."

But history has no parallel to this novel experience of a free people, the occupants of a vast region stretching from the Atlantic to the Pacific, enjoying all constitutional rights, electing their own parliaments, organizing an armed militia, controlling customs, immigration and all else that pertains to independent self-government, while they continue to cherish the tie which binds them to the Mother Country, to

claim a share in all its triumphs, and to render a willing homage to the Representative of the Crown.

Whatever our aspirations may be, it is surely no mean privilege which we share, in our relations to the world-wide empire of Britain; to her who has been the exemplar of the nations in the freedom of self-government: to have thus far solved, for her and with her, the problem of colonial relationship in a free state. We thus present to the world a social and po-

litical achievement such as, till now, the wisest of ancient and modern nations had alike failed even to aim at; and so have wrought out, on a true basis, a system whereby the colonies and dependencies of Britain, scattered as they are on every continent, and in farthest oceans, may perpetuate their relations with the Mother Country, while partaking of all the blessings of her well-regulated freedom; or may be trained to emulate her example as independent States.

A YEAR IN ENGLAND: WHAT I SAW, WHAT I HEARD, AND WHAT I THOUGHT.

BY A CANADIAN.

(Continued from page 271.)

LONDON AND THE LONDONERS.

DEAR SAMMY,—

MY first walk towards the Bank of England, about nine o'clock one morning, impressed me as I shall never forget, though I was not altogether unacquainted with the appearance of the streets of our busiest Canadian and some of our American cities. Crowds of people there were, then and always, whenever I passed that way; they evidently had business in hand, and meant to be about it. But that agitated, eager, driven look, so familiar to me on this side of the water, was conspicuous by its absence; and my astonishment was great at the comparative coolness of the people about me. They looked as if they felt that life was long enough for what they were meant to do, and as if the world would find men to do its work when they were gone. They seemed to have time to bow a recognition to

each other quietly, and pass without jostling each other off the rather narrow thoroughfares; and, Sammy, as I told you before, all this is contagious. I felt that I lived at lower pressure and just as happy, if not more so. It has occurred to me that the climate there may have something to do with calming that excitement that, it would seem, inseparably belongs to our modern life. But your English crowd is an orderly one. There stands that policeman before the Exchange, where in five minutes I have counted fifty vehicles slowly passing and seen a throng of countless human beings, and with the quiet motion of his finger he regulates matters to the general satisfaction. No one gets run over, and yet you must wonder why not. Well, this is why. From childhood the London lad is taught to recognize law, authority, rank and order, and by the time he reaches manhood he is so trained that he never

thinks of resisting what he has been led to believe a part of the settled order of things in this world—that is, to him, the world of London. Now, Sammy, to my colonial eyes this practical English regard for things we all appreciate in the abstract, but do not believe in with a “saving faith,” as the clergy call it, was very striking and instructive. I heartily wished many a time I could import a little more of it into my own country. The notion that because a man having the *entrée* to the same public building as yourself, through having paid an equal amount of money, has also the right to smoke, spit about you, if not upon you, talk during a performance, etc., etc., is a conception almost purely American, and the sooner we teach our youth to respect age, experience, position, intelligence, moral worth, and in a general way the rights of others, by virtue of what they are in themselves, the better for the real progress of our people.

I believe, Sammy, the question of religious education in schools is one that has of late been the subject of thoughtful discussion. People are too greatly at variance to do much practically in this direction now; but surely in the matter of morals, high principles, training in the regulation of social life to good ends, is a part of education that all should feel the need of introducing into our public schools. The statistics of crime, insanity, etc., show us that to teach people the “three R’s” does not necessarily make them better members of a community; and every phase of our life of to-day tells us that the tendency of public school education, even that of boasted Canada, is not so much to make *men*, in the proper sense of the term, as highly perfected machines for increasing capital and gathering in wealth. The god of this age, Sammy, is Mammon, or power in some form of a *natural* kind. We worship wealth, and

we worship what can secure wealth—that is, intellectual sharpness; and the reflex of all this we see in the public school system of to-day. In the “payment by results,” where and how does the result of the *moral* influence of the teacher count? But, as is generally the case, the great *vulgus* that sways everything is responsible for this, and not alone the powers that sit enthroned on the Olympian heights of educational government. People wish their children to be “smart,” and, provided they be not openly immoral, they will not grieve over the rest, but clever they must be, or be miserable here, and —. Well, never mind the rest. This leads me to make another remark—the result of some observation of English people, and cultivated people too—that in England neither wealth nor merely intellectual sharpness is of itself sufficient to make a man a desirable social unit. You may say to me, “But do they not carry social distinctions to that pernicious degree we so reprobate in America?” Yes, in certain quarters, but I speak now of the cultivated middle class, constituting as they do, take them all in all, a body of people unequalled in any country in the world. Now, this class does demand from its members not only a character free from grosser stains, but a fine moral feeling which is really essential to form a gentleman; and, unless I greatly mistake, this class has as yet to be formed in Canada, or at least is not very largely represented. If I were a school inspector, and came across a man or woman essaying that most noble of all arts—the one of making out of crude humanity the proportionate and healthful organisms worthy of being called men and women—I say, Sammy, if I found men in that profession that showed no regard for anything finer than quadratic equations and grammatical forms, I should “write them down” as per-

sons to be advised at once to choose a more fitting occupation. I suppose I should soon find my own "occupation gone." Well, really, with all her faults, her relics of feudalism, her mass of pauperism besides her mass of wealth, her abominable class distinctions, with all this and more, one does feel when in England that he is in one of the best countries in the world—shall I not say the best?—I mean that the heart of the nation is the biggest and the purest. One feels in England that people do not *wish* to cheat you—to get the best of you. If you are an advanced Reformer you will often deplore what seems amazing stupidity; you will see vast evils as they appear to the American or Canadian eye, and yet when you come to know the people connected with these institutions that you would speedily sweep away, you find they are among the finest you ever met. The difference between their great evils and ours is that theirs have come down as legacies of the past—things that have had their day and should be removed. They were not imposed on the people of the nineteenth century—they were unfortunate inheritances. But in America our great national festering sores are the result of deliberate and gigantic frauds—of rapid growth, and indicating corruption of the grossest forms. Our Tammany, whiskey, and railroad rings, our Pacific Railway and other scandals, cannot be foisted on other centuries, and no Daniel need "come to judgment" to tell us what they mean. Now, if my estimate of England's moral worth is approximately correct, the question arises, to what is it due? Is it owing to the excellence of her school system? Well,

the Board Schools of London are, to my mind, wondrous. They represent in the midst of conservatism the most democratic ideas as applied to education. They are remarkable in another aspect. They are an example of legislation being much in advance of the popular intelligence. At the present day even many of the people send their children to these schools under protest—such is their unfortunate inheritance of prejudice. I have myself in the streets of London heard a woman, hurrying her child along to school, roundly berating the authorities as she passed, all for compelling her to send the little one to be instructed. Nor has England to thank the legislators so much as certain far-seeing, noble-hearted men and women of the Metropolis, among them Huxley and certain other distinguished scientists, when it was then much more the custom than now to abuse as perverters of all the primary and essential beliefs of mankind, but one of whom his country has since enshrined in the resting-place of the mighty dead; and yet did ever man work less for fame and more for truth than Charles Darwin?

Well, dear Sammy, I did mean to tell you a good deal in this letter of the Londoners, in a small way; but to me, and I hope to you, it is not so much what people look like, how they eat, drink, and are clothed, as to what sort of stuff they are made of in the better part of man, that concerns most. But really next time I write you must hear a little about the minor matters, which are not without their own interest, but for this time, Sammy, be satisfied. Yours as ever,

TOMMY.

(To be continued.)

OUR POOR RELATIONS.—II.

BY DAVID BOYLE.

(Continued from page 333.)

YOU have all been taught, no doubt, as I was, that the lower animals performed every one of their functions by means of instinct; only man, we were told, was gifted with reason. All this is now changed, and we find some of the foremost writers of the day on Natural History attributing reason to the horse, the dog, the bee, the ant, and many more—reason, that is to say, to a limited extent.

The Rev. Mr. Wood, a voluminous writer on this subject, recently issued a work, upholding the view of immortality for our poor relations. After all, the supposition is not a novel one. The same view has been taken by many great ones of the earth from time to time during the last thousand years, but I confess to having been a little surprised, not long since, when informed that the Rev. John Wesley entertained the same opinion. Not having read the *whole* of his sermons myself, I have probably missed the references; but as it is likely that every reader of the MONTHLY is ahead of me in this as in many other respects, they will know just in how far the statement to which I have referred holds good. If these things be so, wouldn't it almost appear as if Mr. Lo is not so far out of his reckoning when he insists upon the existence of a Happy Hunting Ground beyond the setting sun.

The great stumbling-block on the part of those who not only refuse to accept evolution, but who deny that it contains the germs of common

sense, consists chiefly, I imagine, in the difficulty of accounting for man's ownership of a soul, if he be derived from the apes or baboons. The difficulty in question is more than met half-way, if it be taken for granted that there is a hereafter for our poor relations.

Who is there that would grudge eternal companionship to docile old Dobbin, or poor dog Tray? And is there any one who would not feel the happier in mingling with the spirits of Nature's songsters, or in gliding among the spheres in company with the household pets, whether of one's decrepit age, or of our buoyant childhood days?

But this is a moot question, and one about which nothing can be said with anything approaching to certainty; its chief beauty in my eyes consisting in the thought that if some people could be brought to entertain a belief in the opinion, there would not, at times, be so much cruelty inflicted on those poor relations of ours, to whom we so often refer as the "dumb animals."

At the outset of this paper it was remarked that there were only two theories by means of which to account for the existence of the world as we find it. Of late years, however, a not unimportant class of thinkers have effected what they regard as a compromise between evolution and revolution, acknowledging the truthfulness of the former theory in the production of our poor relations, but denying it

in toto, and claiming a special creative act when attempting to account for the appearance of *man* upon the face of the earth.

Of itself, this is an immense stride, and one for which those who wish well to the advancement of scientific truth may feel truly grateful; but, apart altogether from what is called the Mosaic Genesis, can we shut our eyes to our own environment? We may think we do—we may even pride ourselves upon being out-and-out opponents of everything that savours of Darwinism, and yet, upon closer examination, find that we, too, are far gone on the high road to evolution.

What is the history of any civilized country but an account of that country's evolution, in which, it may be, revolution, too, has played a leading, but always a coincidental part?

Trace the history of chemistry since the days of the search for the Philosopher's Stone and the Elixir of Life, until this the last quarter of the nineteenth century, when even the constituent elements of the most distant planets are tolerably well ascertained by means of the spectroscope, and what is it but a magnificent illustration of evolution as applied to one phase of human thought?

Or, compare the childlike astonishment of him who first produced mechanical action by rubbing a piece of amber on the sleeve of his tunic, up through and with the results produced by Volta, and Galvani, and Franklin, and our own celebrated Faraday, to the living Professor Faure, who only the other day sent from Paris millions of cubic feet of electricity, stored up in a small box little larger than a beaver hat, to Sir Wm. Thomson, the famous Scottish electrician, who declares the discovery of Prof. Faure to be the most pregnant in possible benefits to the human race, that has ever been made in this

old earth of ours since "Adam delved and Eve span."

Is not this evolution?

Why, in a short time we shall probably hear of little boys running to the drug store, saying, "Please, mother sent me for five cents' worth of electricity, and she wants it good!" Teachers, too, will be enabled to carry it in small but effectual doses in their pockets to school, for the purpose of applying it towards awaking the dormant or drowsy faculties of tiresome pupils; and wont this be—well, I am afraid this will be—revolution.

Music, painting, sculpture, mechanics and agriculture, as we find them, are all proofs in point of our contention; and what about the science of Education, especially in Ontario? Will any one have the temerity to deny that our theory accounts satisfactorily for *its* present condition? Because it must never be forgotten that evolution is sometimes retrograde in its movements, although, upon the whole, its tendency is towards the "survival of the fittest."

Upon the surface of what a tremendous graveyard do we find ourselves! Where now stand the busy agricultural and commercial centres of this the "Garden Province" of our fair Dominion, comparatively a short time ago the dark blue waters of an ocean, vast and deep, afforded a congenial element wherein disported themselves, and plundered one another, millions upon millions of our poor relations: relations so very poor, that although it is quite certain they had a stomach (and that is an important organ to have), were yet quite devoid of much that goes to afford solid satisfaction and enjoyment to other and more highly constituted beings. Only one genus had really good eyes, possibly feet or flippers of some sort, a jointed body, and what might, by courtesy, be called a tail. This fellow, known

to us as a trilobite, seldom exceeded a foot in length and two-thirds of that in width; but for the most part, specimens found are rarely more than from two to four inches long. Corals, in some respects ranking amongst our most poverty-stricken ancestors, were extremely abundant; in fact, most of the limestone found in the Province is the result of their labours, "far down in the depths of the dark blue sea," as Mrs. Hemans says, although she makes a mistake in referring to the polyps as "an insect train."

From the existence of corals, it is pretty evident that the seas overlying what are now our farms, and gardens, and streets, must have had at least a moderately high temperature, otherwise the coral-makers of those days flourished where their recent congeners would perish of cold.

When the coal-miner finds impressions of reeds, ferns, and coniferous plants in the roof of his deep, dark, and highly dangerous workshop, he says, "Once these were green, flourished, and bore fruit." When the forms of fish are found embedded in the old red sandstone of Scotland, or when the skulls and teeth of more richly endowed relatives are met with, the observer has no hesitation in concluding that all these are the remains of creatures that existed and enjoyed life, we cannot tell how long ago.

We, in like manner, are justified in stating that our coral, and shell, and crustacean impressions, are all that is left of some poor relations who lived life's little span, to eat, or to be eaten, when this portion of the empire was some thousands, perhaps some millions of years younger than in the year of grace, one thousand eight hundred and eighty-two.

But this is a comparatively recent theory. Time was, and not very far back either, when the Evil One was

credited with the production of the various fossil forms then known, and this he was supposed to have done in a vain attempt to vie with his own Creator, in imitating the works of the Great Architect Himself.

Speculation always goes abroad with the schoolmaster, and it is the duty of the schoolmaster to do what he can in giving direction to it, and not only to point out the channels through which it may be pursued, but to guard the possible and probable speculators against the dangers and difficulties that lie in the way. In other words, it is our duty—yours and mine—not to cramp thought, certainly not to smother it, but, rather to encourage its legitimate exercise by every means in our power; and if not ourselves leading the race, neither, most assuredly, to be found bringing up the rear; nor as stragglers whom the great army of thinkers has marched away from and left to perish in the enemy's confines.

Few, if any, departments of human thought teem more largely with vital interest to us than those affecting the life-history of our poor relations—the Natural Sciences. From an imaginative point of view, these stand unrivalled amid all the subjects upon which it is possible for man to bestow his attention; while, practically, our social, moral, and physical well-being depend very largely indeed upon the results deducible from their careful and conscientious study, and the method of presentation adopted in laying these results before an intelligent, wide-awake community, for consideration.

Perhaps we shall always be afflicted with wild-goose theorists; with those who, either for notoriety's sake, or owing to that kind of impetuosity, which, scorning common-sense dictates, must needs launch into print, propagating *bizarre* or absurd opinions, to the unutterable detestation

of those to whom they are indebted for the very stuff out of which their flimsy fancies have been woven, and to the disgust of many liberally disposed souls who shrink from giving adherence to any doctrine that appears to be productive of such miserable results. Of this character (the wild-goose theorists) was a German author whose work I read some time ago, and who, in referring to the eye, dared to make the assertion that any optician of these days who could not manufacture a superior article, would be accounted nothing better than a botch !

If I am not mistaken, the rule by means of which to judge of any sect or system, is to take its best men, not its worst ; and if this rule be followed in the case of evolution, then evolutionists themselves have nothing to fear.

The study of our poor relations, and of cognate subjects, to which this study inevitably leads, has engrossed the attention of some of the finest intellects and most acute observers the world has been privileged to look upon.

In the somewhat rambling and disconnected remarks made up to this point on "Our Poor Relations," I have avoided as much as possible the use of technical nomenclature ; I have, in fact, aimed to make what I had to say rather of a gossipy than of an abstract essay. During holiday times we hate being bored, as I daresay most of us always do, although from the nature of our occupation this is something we not only have to suffer much from, but something of which we have a good deal to inflict—at least I imagine our scholars think so. I shall, therefore, only ask your attention for a few minutes longer, while I attempt to lay before you, briefly, some of the practical objects aimed at by the study of Natural or Physical Science.

Perhaps, first may be named the alleviation of suffering, especially human suffering. In connection with this point, I shall do no more than refer to the foolish outcry recently made against vivisection ; an operation, it is true, involving the sacrifice of many poor relations, but looking to the eventual well-being of the superior animal.

Closely connected with the alleviation of human suffering may be placed the prolongation of life ; and it is pretty generally acknowledged that the average life-time of a man is longer to-day than ever before in the history of the species, in so far at any rate as may be deduced from the records of profane history.

These two aims and results of the study are of themselves a sufficient reply to the irrepressible query, What good? But the benefits are not wholly confined to them.

The exact use of our observing powers, as cultivated so largely in the pursuit of biology, is not one of its least merits. The eye and ear of a biological student are very different organs in quality, if not in kind, from those of persons who wander listlessly, as it were, through the journey of life, and, as a rule, enter the valley of the shadow of Death much as one might suppose a brother or a sister to do, who had never cared to be on terms of intimacy with the other members of his family, perhaps not even knowing some of them by sight.

Again, and lastly, an intimate acquaintance with our poor relations has an elevating tendency, notwithstanding it may lead us to conclude, with so many eminent thinkers, that our own immediate forbear was a member of the firm of Gorilla, Chimpanzee, Ape & Co. Our thoughts upon merely sublunary objects are not necessarily grovelling. I think it was Sydney Smith who said "Who feeds

fat oxen, should himself be fat ;" but whoever he was, his epigram only proves him to have been fonder of fun than of fact. Much more *à propos* to my purpose is the sentiment of another, and, I should feel tempted to declare, a better man, who speaks of one's thoughts being lifted "from Nature up to Nature's God." If, as has also been said, "The undevout astronomer is mad," much more may it be affirmed of the biologist. That opinion is changing in regard to evolution, I take the liberty to append the following from a once bitter opponent of the theory—Prof. McCosh of Princeton. Says the Professor: "There is no real antagonism between the doctrines of evolution and those of Genesis. The discoveries made by science seemed at times, he said, to be inconsistent with the principles of the Christian religion. But in the end such inconsistency disappeared, and it is found that the startling discoveries are reconcilable with Bible doctrines of the creation. There is a unity in the process of evolution which indicates it to be a system of development originated by God. It is admitted that all the occurrences of nature are due to cause and effect, and men of large minds have hereto-

fore found nothing inconsistent in the assumption that God works in a secondary way through these operations of nature. The earth in its present form, with all its beauties and its wonders of regularly changing seasons, and its reproduction of species, is the product of agencies which have worked for thousands of years. These agencies (it mattered little what their original constituents were) all combine to produce beneficial results. These results are evolved, if one choose so to term it, but they come of elements originally created by God. They all, furthermore, operate in perfect harmony, arguing that some mind and power directs their development. The periodicity and stability of nature in all her operations go to prove this. Everything follows a predesigned system, and never deviates therefrom. Nature, moreover, has a progression, and there has been a steady advance from age to age since the beginning. Mankind has steadily acquired a larger capacity for happiness, and has developed in intellectual growth. In all this God can be seen as the inspiring cause. Because a horse, dog, or rose is developed by natural causes, its creation is none the less the Divine handiwork."

It may be said of thousands of so-called men and women, that though they bear the human name they completely fail to illustrate its worth. They neither enrich the world nor bless it; and when they pass out of it they are scarcely missed, and no one sustains any serious loss in their removal. Surely this is not in harmony with reason or with common sense. "Something attempted" and "something done" alone indicate the possession of a right conception of life. The noble influences of truth, and the grand manifestations of its power in the life, are in every way worthy of man's being. The

mind, therefore, must be prepared to receive truth, so that we may be prompted to make every endeavour to produce its living reality in our daily life.

A NATION'S advancement depends upon its teachers. To make true progress each generation must give to the next something which it did not receive, but itself discovered or originated, and added to the common hereditary store. This, then, is the duty of the teacher toward the world, to help his generation to take a step higher in the scale of civilization.—*Philadelphia Teacher.*

THE NECESSITY OF NORMAL INSTRUCTION.*

BY J. B. SOMERSET, INSPECTOR OF THE WINNIPEG CITY SCHOOLS.

THE art of teaching is as old as the human race, and the school-master, whatever his social or intellectual status, has always been one of the main influences in improving the civilization and increasing the intelligence of any community. His influence, exercised at a period in the life of the individual when his mind is plastic, his habits unformed, and his capacity for receiving impressions consequently large, is a greater power in shaping the character than any other brought to bear outside of the parental relation. The recognition of this influence underlies the efforts put forth by nearly all intelligent Governments for the efficient training and instruction of teachers—efforts whose earnestness and magnitude correctly indicate in each instance the degree of appreciation felt as to the importance of their results. A review of the history of the art of teaching reveals a rate of progress, especially during the last forty years, that may be almost termed revolutionary. In looking back even to our own youth, many of us smile and wonder at the effete and clumsy methods then in vogue; and we often reflect with indignation that mental growth was cramped and hindered by the lack of what seems to us now to be the first principles of the art of imparting instruction. At the same time, we may reasonably anticipate that the future will be as fruitful in progress

and in surprising results as the past has been; for a glance at the present state of the art will show that reform in some departments is but in its infancy, and that many of the most difficult problems to be solved in making the school teacher a skilled workman, have not yet been vigorously dealt with. One of the most notable of these problems is that of requiring from every candidate for the teaching profession, some preliminary training previous to his assumption of responsible duty in teaching. Normal Schools are provided, and the machinery necessary for conducting them; but a little inquiry into the statistics of States and Provinces, where they exist, show a surprisingly small proportion of the teaching staff of the country who have received the benefit of full attendance at these institutions. New York, with seven Normal Schools, supplies the cities of the State with trained teachers, but only a comparatively small number of the rural districts have the benefit of trained instructors. This can hardly be attributed to the poverty or sparse settlement of such an old State, but to the failure of school commissioners to realize what they lose by failing to secure a trained teacher. In the Province of Ontario, where so much has been done, especially in the last ten years, the great majority of the teachers are but rated third class, with only such training as may be secured from a short attendance at the County Model School. Previous

* A Paper read at the Seventh Annual Convention of the Manitoba Teachers' Association, 14th October, 1882.

to this provision for elementary training, the proportion of Normal-trained teachers varied from one-sixth to one-eighth of the whole teaching body. I will not discuss at this point the defects in the training imparted, the comparison at present made having reference only to the number really trained with those wholly untrained. But the study of facts accessible to everyone, regarding progress of education in places where attention is given to the training of the teacher for his work, will show beyond question the necessity of such training. In regard to the proposition sometimes advanced that experience may fairly offset the lack of training, there is this to be said in its support: That the man who loves his work, and intelligently uses his best efforts in it, will eventually discard what is false or useless in his method for that which at least common sense will not condemn. On the other hand, it must not be forgotten that invaluable time is lost by even the most apt learner before he acquires the necessary skill, to the injury of the material worked upon. Again, the teacher outside the centres of population is an isolated being, debarred from the opportunities of observation and interchange of ideas concerning his work that are generally within easy reach in other departments of labour; but the most serious danger to the untrained and uninstructed teacher in acquiring skill by experience alone, is that of becoming the slave of false methods, which, for want of correction in the earlier stage of his career, become eventually fixed habits, impossible to be eradicated—which finally stamp him as “old-fashioned” or “eccentric.” Another proposition—that teachers are born, not made—is one that I should desire to qualify very materially before giving my adherence to it. I think it is quite true that some persons could never

be teachers, training or no training, whatever their scholastic attainments might be. Most of us have come in contact at some time with an unfortunate of this kind, who was vainly striving against fate. There are also some persons blessed with qualities of mind that fit them peculiarly for teaching, the success of whose work commands our admiration, and the apparent lightness of whose efforts excites our envy. But the class is so small that any idea of this becoming a test of fitness is at once recognized as impracticable. Some persons in the same way have a natural fitness for being musicians or artists or mechanics. But in all cases the truth of these two propositions will be admitted: First, that the ranks of no profession can be filled exclusively by those only possessing natural aptitude for its work; and second, that the possession of this natural aptitude or fitness by no means frees the possessor from the necessity of the cultivation and development of those qualities from which it is derived. The universal testimony of great artists is that hard work and constant study have been the chief factors in their success; and many a “man of talent” has made his life a failure from his unwillingness to supplement his natural talent with faithful application. Applying, then, the principle of the two propositions above given to the teaching profession, we come to the conclusion that, in all cases, a period of training is absolutely necessary (1) to bring into useful service all the natural talent of which the beginner may be possessed, and (2) to prevent the waste of time and energy that follows the effort of the student to be his own instructor in the art of teaching. Two questions here inevitably occur: (1) How is this training to be imparted effectually and universally? and (2) What will it do for the student, the better to fit

him for his work? An endeavour to answer briefly these two questions will close this paper.

The difficulty of finding a solution to the first, is at once seen in view of the facts before referred to, of the small proportion of the teaching body found to have taken advantage of training institutions in countries where they are plentifully supplied and liberally equipped. There is no doubt, however, that the causes that tend to produce this state of affairs will afford a key to the remedy. I will notice two of them: (1) The failure of the people to realize the loss consequent upon the employment of an untrained teacher; and (2) the unwillingness of the student, who proposes to spend only a short time in the work, to incur the expense and delay incident to a systematic preparation for it. How shall we convince people that a trained teacher is better value at an enhanced price than the raw but cheap beginner? Argument: There has been a fabulous amount of good logic swallowed up in the vortex of this question. It takes a great deal of persuasion to reconcile the minds of some trustees to a balance on the wrong side of the account. There is but one way that I can see to do this, and that is by taking the poorer article out of their reach and supplying them only with the better, so that they may experimentally prove the truth of what perchance one's eloquence failed to convince them. How shall the unwillingness of the student to incur expense and delay be met? It is plain that here also, in the majority of cases, as long as there is an option between commencing to teach at once with no preparation and of waiting and paying for such training as will secure eventually better rewards, that which presents the prospect of quickest returns will prove most attractive. The removal of the option then seems to be the

only course competent to meet this difficulty. But there are other expediencies that call for caution and judgment in its adoption, for the schools must go on unchecked of their supply of teachers even by the carrying out of a great reform. That this reform can be effected, however, with due regard to these and other interests, there can be no manner of doubt; and we may confidently look forward to the time when, in order to secure a license to teach in this Province, every candidate must give evidence of having served an efficient apprenticeship to his profession. We will now look at the question, What is a normal training expected to do for a student in order to fit him for his work? Will it send him into his school-room a perfect teacher, with nothing to be learnt by experience and nothing to be perfected by study? While no one will venture to say yes to this, yet is it not evident that many by their actions affirm their belief that there remains nothing for them to learn, so evenly do they pursue the tenor of their way, oblivious of the busy, moving world around them, and content to perform their little round of dry duties without any disturbing reference to it?

But while the training cannot be expected, in a short session, to perfect the student in his work, it may put him into the way of commencing aright and inspiring him to continue his researches into the principles of education, and the correct application of them to the art of teaching. In this way the young teacher is enabled to begin his school-room work with definite aims before him, and with at least some knowledge of the correct method of accomplishing them. He has, by observation, become acquainted with the mode of operation in school-rooms in which teachers of skill and experience are engaged; he has also been

encouraged to put into practice the instructions he has received by teaching classes in the various subjects, his errors being on each occasion pointed out to him with instruction how to avoid them in subsequent attempts. He is let into the secret of school government by the opportunity of exercising those qualities in charge of a class that he has already been instructed are necessary to its control and management; he has proved experimentally in his practice teaching that in order to give a successful lesson to any class from lowest to highest, he must come before his pupils prepared by previous thought and research for presenting it in its most interesting form. In short, in all the routine of the school-room, he has received such instruction and had such practice as enables him to begin aright for himself when he goes into his own school, and further serves as a guide to direct his future studies. But training does not and should not stop here, simply because the teacher's duties and his influence on the the plastic minds under his care are not confined to his class teaching. As an educator, his relation to his pupils influences them for good or evil in many other ways; for instance, the deportment of the teacher will soon be reflected in the manners of his pupils, and a training that sends out a teacher of uncouth manner, or of slovenly person, or who indulges in

slangy English, does a grievous injury to those unfortunately under his influence; for it is useless for anyone to inculcate neatness while he himself is a "slouch," to teach good manners while his own are boorish, or to drill his pupils carefully in grammar while he himself murders the Queen's English. The teacher must then be a model as well as an instructor, and his training should fully impress the importance of this upon his mind. It can hardly be expected at once to revolutionize habits long formed, but it may put the individual in the way of thorough reformation, for, after all, the effects of training will be lost unless the teacher continue it during his teaching career. To this end he must be a reader of the current literature and news of the day, in order to keep himself abreast of the time he lives in and to prevent of his sinking into a rut of self-complacent ignorance; he must mix with his fellow-men, interest himself in their lives, and be one of them, if he would save himself from drifting into a mere pedant. It may be objected that the line marked out for the teacher, and the standard for which a normal training is designed to prepare him, is too exacting for attainment; but it must not be forgotten that some do nobly meet all the requirements, and that in all cases where the aim is high, the effort made is proportionately great.—*Winnipeg Times.*

WE think it would be well to insist upon teachers giving more attention to the relations which education bears to the general problems of life. It ought to be the duty of school boards to ascertain who of their teachers are interested in spreading throughout the community useful information on educational topics, and who make it a rule never to "talk shop," as they term it, out of the school-room. Reader, to which class do you belong?—*Pacific School Journal.*

A FRENCH journal is authority for the existence of twenty-five republican governments in the world. The list is as follows: France, United States, Switzerland, Mexico, Peru, Columbia, Chili, Equador, Bolivia, Argentine Confederation, Venezuela, Guatemala, Hayti, San Salvador, Uruguay, Paraguay, San Domingo, Costa Rica, Honduras, The Transvaal, Liberia, Orange States, The Turcomans, Andore, San Marino.—*Journal of Education.*

UNIVERSITY WORK.

MATHEMATICS.

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

UNIVERSITY OF TORONTO.

SENIOR MATRICULATION, 1882.

ALGEBRA AND TRIGONOMETRY—HONORS.

Examiner—J. W. Loudon, B.A.

1. Divide

$$x^{n+1} + y^{n+1} + 2x^n y^n - 1 \text{ by } x^n + y^n - \mu.$$

2. Solve the equations:

$$nx^2 - x\left(\frac{n}{n+1}\right) + \frac{n-1}{n} = 0.$$

$$x \cos \theta (x-1) - x(1 + \cos 3\theta) + 2 \cos 2\theta = 0.$$

$$(2+2x)^n + 2(1-x)^n = (1-x^2)^n + 2^{n+1}.$$

3. Sum the series $1^n + 2^n + 3^n + \dots + n^n$ by the method of indeterminate coefficients.

$$\text{Sum } 2 + 2^2 \left[\frac{2}{2} + 2^2 \left[\frac{3}{3} + \dots + 2^n \left[\frac{n}{n} \right. \right. \right. \right.$$

4. State and prove the Binomial Theorem for negative and fractional indices.

Write down and simplify the n^{th} term in the expansions of

$$(ax^{-1} + by^{-2})^{-1}; \quad (2x^1 - 3y^1)^{-6};$$

$$(1 - 2^{-1/2})^{-1/2}.$$

5. Find $\cos 9^\circ$.

6. Simplify

$$\tan^{-1}(a-b) + \tan^{-1}(b-c) + \tan^{-1}(c-a)$$

when $a^2 + b^2 + c^2 = ab + bc + ca$.

7. State and prove De Moivre's Theorem.

8. Express $\sin \theta$ and $\cos \theta$ as products of quadratic factors.

UNIVERSITY OF LONDON.

INTERMEDIATE EXAMINATION IN ARTS,
JULY, 1882.

ARITHMETIC AND ALGEBRA.

Examiners—Dr. John Hopkinson, M.A.,
F.R.S., and Benjamin Williamson, Esq.,
M.A., F.R.S.

1. Express $\sqrt{\frac{26.54 \times 0.004321}{0.00001357}}$ correctly to the nearest integer.

2. Prove that any number is divisible by 9 if the sum of its digits is divisible by 9. Prove also that a number is divisible by 11 if the sum of the odd digits (*i.e.* the 1st, 3rd, 5th, etc.) exceeds or is less than the sum of the even digits (*i.e.* the 2nd, 4th, 6th, etc.) by a number divisible by 11.

3. What must the rate of interest be that a sum of money may accumulate at compound interest to double its amount in 20 years?

$$[\log 2 = 0.3010300; \log 20705 = 4.3160752; \log 20706 = 4.3160962.]$$

4. Determine the condition that $x^2 + ax + b$ and $x^2 + a'x + b'$ may have a common divisor, $x + c$; and prove that this common divisor will also divide $ax^2 + (b-a)x - b'$.

5. Reduce to their lowest terms

$$\frac{ax+2}{2a+(a^2-4)x-2ax^2} \text{ and}$$

$$\frac{x^4+5x^3+6x^2+5x+1}{x^4+3x^3-2x^2+3x+1}$$

6. Find the number of ways in which m different things can be distributed among n persons so that each person may have n of them.

7. The first term of a geometrical progression is a , and the tenth term is b , find the n^{th} term.

8. Solve the equation

$$\frac{2}{x^2+2x-2} + \frac{3}{x^2-2x+3} = \frac{x}{2}.$$

9. The sum of the squares of two numbers is 650, and their product is 323; what are they?

10. What is the present worth of a perpetual annuity, £10 payable at the end of the first year, £11 at the end of the second, and so on, increasing £1 each year; interest being taken at 4 per cent.?

MATRICULATION EXAMINATION, JUNE, 1882.

1. Add together and simplify

$$\frac{1}{11} \left\{ \frac{1}{10} + \frac{1}{2} \left(\frac{1}{3} - \frac{1}{4} \right) \right\} \text{ of a pound, and}$$

$$\frac{1}{4} \text{ of } \frac{1}{11} \text{ of } \frac{1}{11} \text{ of } \frac{1}{11} \text{ of a penny.}$$

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

nearest integer.

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

form.

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

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

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

6. Simplify

$$\left(\frac{x}{x-1} - \frac{1}{x+1} \right) \cdot \frac{x^3 - 1}{x^2 + 1} \cdot \frac{(x-1)^2(x+1)^2 + x^2}{x^4 + x^2 + 1}$$

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

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

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

9. Find the greatest common measure of

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

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

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

10. A man pays £150 a year for rent, water-rate, and poor-rate, the rates being charged on the rent he actually pays. If

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

CLASSICS.

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

UNIVERSITY OF LONDON.

MATRICULATION EXAMINATION—JANUARY, 1882.

Examiners—J. S. Reid, Esq., LL.M., M.A., and Dr. Leonhard Schmitz, F.R.S.E.

GREEK.

I. *Xenophon*—Anabasis VI.

Translate into English:

Α. Καὶ ὁ Ξενοφῶν ἐπεὶ ἑώρα πλείονος ἐνδέον, παρελθὼν εἶπεν, ἀλλ', ὦ ἄνδρες, ἔφη, ὡς πάνν εἰδῆτε, ὁμνῶ ὑμῖν θεοῦ πάντας καὶ πάσας ἧ μὴν ἐγὼ ἐπεὶ τὴν ὑμετέραν γνώμην ἠσθανόμην, ἐθυόμην εἰ βέλτιον εἶη ὑμῖν τε ἐμοὶ ἐπιτρέψαι ταύτην τὴν ἀρχὴν καὶ ἐμοὶ ὑποστῆναι· καὶ μοι οἱ θεοὶ οὕτως ἐν τοῖς ἱεροῖς ἐσήμησαν ὥστε καὶ ἰδιώτην ἂν γινώσκαι ὅτι τῆς μοναρχίας ἀπέχεσθαι με δεῖ. οὕτω δὴ Χειρίσοφον αἰροῦνται. Χειρίσοφος δ' ἐπεὶ ἤρῆθη, παρελθὼν εἶπεν, ἀλλ', ὦ ἄνδρες, τοῦτο μὲν ἴστε ὅτι οὐδ' ἂν ἐγωγε ἑστασίαζον, εἰ ἄλλον εἴλεσθε· Ξενοφῶντα μόνου, ἔφη, ὠνήσατε οὐχ ἐλόμενοι· ὡς καὶ νῦν Δέξιππος ἤδη διέβαλεν αὐτὸν πρὸς Ἀναξίβιον ὅτι εὐνάτο καὶ μάλα ἐμοῦ αὐτὸν σιγάζοντος. ὁ δ' ἔφη νομίξει αὐτὸν Τιμασίῳ μᾶλλον συνάρχειν θεληῆσαι Δαρδανεῖ ὄντι τοῦ Κλεάρχου ἀτρατεύματος ἧ ἐαυτῷ Λάκωνι ὄντι.

Β. Ταῦτα παρελαίων ἔλεγε καὶ ἄμα ὑφγγεῖτο ἐπὶ φάλαγγος, καὶ τοὺς, πελταστὰς ἑκατέρωθεν ποιησάμενοι ἐπορεύοντο ἐπὶ τοὺς πολεμίους. παρήγγελτο δὲ τὰ μὲν δόρατα ἐπὶ τὸν δεξιὸν ὄμον ἔχειν, ἕως σημαῖνοι τῇ σάλπιγγι· ἔπειτα δὲ εἰς προβολὴν καθέντως ἔπσθαι βιάδην καὶ μηδένα δρόμῳ διώκειν. ἐκ τούτου σύν-

θημα παρῆι Ζεὺς σωτήρ, Ἡρακλῆς ἡγεμῶν. οἱ δὲ πολέμοι ὑπέμενον, νομίζοντες καλὸν ἔχειν τὸ χωρίον. ἐπεὶ δ' ἐπλησίαζον, ἀλαλάζαντες οἱ Ἑλληγες πελτασται ἔθεον ἐπὶ τοὺς πολεμίους πρὶν τινα κελεύειν. οἱ δὲ πολέμιοι ἀντίοι ὤρμησαν, οἱ θ' ἵππεις καὶ τὸ στίφος τῶν Βιθυνῶν· καὶ τρέπονται τοὺς πελταστάς. ἀλλ' ἐπεὶ ὑπνητίαζεν ἡ φάλαγξ τῶν ὀπλιτῶν ταχὺ πορευομένη καὶ ἄμα ἡ σάλπιγξ ἐφθέγγετο καὶ ἐπαίνιζον καὶ μετὰ ταῦτα ἠλάλαζον καὶ ἄμα τὰ δόρατα καθίεσαν, ἐνταῦθα οὐκέτι ἐδέξαντο οἱ πολέμοι, ἀλλὰ ἔφευγον.

II. Grammar.

1. Name three Greek adjectives which form their comparatives in *-στερος*, and three with comparatives in *-ιον*. What rule determines whether the comparative of an adjective in *-ος* shall end in *-στερος* or *-ωτερος*? State some exceptions to the rule.

2. Write down the cardinal and ordinal numerals from I to 10; also express *twenty*, *twentieth*, *forty*, *fortieth*.

3. Give (a) the plural of the second aorist indicative active of *προίημι*, (b) all the pluperfect active of *εκδίδωμι*; (c) the first aorist middle imperative of *ιστημι*.

4. Parse and give the meaning of *κέρως*, *χρυσῆ*, *τόλμησαν*, *κομίζεται*, *ἔαγεν*, *θεβνεῶτων*, *ἐρρίφη*, *γνώ*, *κείσο*, *σβῆναι*.

5. What constructions usually follow on *ἐπιτρέπειν*, *ἀρίσκειν*, *ἔχσθαι* (middle), *προσῆκει*, *πειράσθαι*, *βοηθεῖν*?

6. Distinguish between the principal uses of the middle voice.

III. History and Geography.

1. What do you know of Xenophon's life to the time of his joining the expedition of Cyrus? Name some works written by him, in addition to the *Anabasis*.

2. How did Xenophon come to be one of the Greek commanders during the retreat of the Ten Thousand?

3. What became of the survivors of the Ten Thousand after they reached the Hellespont?

4. Give a very brief summary of the proceedings of the Greeks narrated in *Anabasis* VI.

5. Define the position of Sinope, Heraclea, Calpe, Chrysopolis, Ellis, Stymphalus.

6. Describe the nature of the country on the south side of the Euxine, adjoining the coast, pointing out the position of the mountain ranges and principal rivers.

IV. Passages for translation from books not previously mentioned.

1. *περὶ γε μὴν τῆς εἰς χρήματα δικαιοσύνης ποῖα ἂν τις μείζω τεκμήρια ἔχω τῶνδε; ὑπὸ γὰρ Ἀγισιλάου στέρεσθαι μὲν οὐδὲς οὐδὲν πάποτε ἐνεκάλεσεν, εὖ δὲ πεπονθέναι πολλοὶ πολλὰ ὠμολόγουν.*

2. *ἐκ μέντοι τῶν τοιούτων παθῶν ἐγὼ φημὶ ἀνθρώπους παιδεύεσθαι μάλιστα μὲν ὡς οὐδ' οἰκέτας χρῆ ὀργῇ κολάζειν· πολυλάκεις γὰρ καὶ δεσπότηαι ὀργιζόμενοι μείζω κακὰ ἐπάθον ἢ ἐποίησαν· ἀπὸρ ἀντιπάλοις τὸ μετ' ὀργῆς ἀλλὰ μὴ γνώμῃ προσφέρεσθαι, ὅλον ἀμάροημα.*

3. *τί οὖν ποτὲ τὸ αἴτιον, ᾧ Σώκρατες, ὅτι ἐγὼ, ὅταν μὲν τις περὶ ἄλλου του ποιητῶν διαλέγεται, οὔτε προσέχω τὸν νοῦν, ἀδυνατῶ τε καὶ ὀτιοῦν συμβαλέσθαι λόγου δξιον, ἀλλ' ἀτεχνῶς νυστάζω· ἐπειδὴν δέ τις περὶ Ὀμηροῦ μνηστῆν, εὐθύς τε ἐργήγορα καὶ προσέχω τὸν νοῦν καὶ ἐπρωῶ ὅτι λεγῶ.*

UNIVERSITY OF TORONTO.

SUPPLEMENTAL EXAMINATIONS, 1882.

Junior Matriculation.

LATIN.

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

I.

Translate:

Britanniae pars interior ab iis incolitur, quos natos in insula ipsa memoria, proditum dicunt: maritima pars ab iis, qui praedae ac belli inferendi causā ex Belgis transierant; qui omnes fere iis nominibus civitatum appellantur, quibus orti ex civitatibus eo pervenerunt, et bello illato ibi remanserunt atque agros colere coeperunt. Hominum est infinita multitudo, creberrimae aedificia, fere Gallicis consimilia: pecoris magnus numerus. Utuntur aut aere, aut taleis ferreis, ad certum pondus examinatis, pro nummo. Nascitur ibi plumbum album in mediterraneis regionibus, in maritimis ferum; sed ejus exigua

est copia ; aere utuntur importato. Materia cujusque generis, ut in Gallia, est praeter fagum atque abietem. Leporem, et gallinam, et anserem gustare fas non putant ; haec tamen alunt animi voluptatisque causâ. Loca sunt temperatiora, quàm in Gallia, remissioribus frigidibus.

—*Cæsar, De Bello Gallico*, B. V. ch. 12.

1. Parse: *incolitur, natos, proditum, dicunt, inferendi, transierant, orti, pervenerunt, illato, cæperunt, aere, remissioribus.*

2. Mark the quantity of the penult of *incolitur, maritima, transierant, pervenerunt, illato, colere, infinita, pecoris, abietem, leporem, gallinam, anserem.*

3. *Quos natos... dicunt.* Explain the construction.

4. Distinguish *pecoris* and *pecudis* in meaning and gender.

II.

Translate :

Ergo illum, qui haec facerat, Rudinum hominem, majores nostri in civitatem receperunt, nos hunc Heracleensem, multis civitatibus expetitum, in hac autem legibus constitutum, de nostra civitate ejicimus? Nam si quis minorem gloriae fructum putat ex Graecis versibus percipi, quam ex Latinis, vehementer errat, propterea quod Graeca leguntur in omnibus fere gentibus, Latina suis finibus, exiguis sane, continentur. Quare si res eae, quas gessimus, orbis terrae regionibus definiuntur, cupere debemus, quo manuumstrarum tela pervenerint eodem gloriam famamque penetrare, quod quum ipsis populis, de quorum rebus scribitur, haec ampla sunt, tum iis certe, qui de vita gloriae causa dimicant, hoc maximum et periculorum incitamentum est et laborum. Quam multos scriptores rerum suarum magnus ille Alexander secum habuisse dicitur! Atque is tamen, quum in Sigeo ad Achillis tumulum astitisset, O fortunate, inquit, adolescens, qui tuae virtutis Homerum praeconeum inveneris! Et vere. Nam, nisi Ilias illa exstitisset, idem tumulus, qui corpus ejus contexerat, nomen etiam obruisset. Quid? noster hic magnus, qui cum virtute fortunam adaequavit, nonne Theophanem Mitylenaeum, scriptorem rerum suarum, in

concione militum civitate donavit? et nostri illi fortes viri, sed rustici ac milites, dulcedine quadam gloriae commoti, quasi participes ejusdem laudis, magno illud clamore approbaverunt?

—*Cicero, Pro Archia*, ch. X.

1. *Illum, Rudinum hominem.* Who is meant? Give an account of him.

2. *Noster hic Magnus.* Who?

3. Mark the quantity of the penult of: *Rudinum, majores, expetitum, propterea, Latina, pervenerint, dimicant, laborum, scriptores, praeconeum, fortunam, Theophanem.*

4. *Rudinum, Heracleensem, Mitylenaeum.* Give the names of the places from which these adjectives are derived. Where were they situated?

5. *Graeca leguntur in omnibus fere gentibus.* In what countries was Greek at that time the prevailing language?

6. Parse: *fecerat, ejicimus, percipi, gessimus, cupere, pervenerint, astitisset, inveneris, obruisset, civitate.*

7. What were the points upon which Archia's claim to the citizenship was founded?

III.

Translate :

Nec requievit enim, donec Calchante ministro—

Sed quid ego haec autem nequicquam ingrata revolve?

Quidve moror? Si omnes uno ordine habetis Achivos,

Idque audire sat est; jamdudum sumite poenas:

Hoc Ithacus velit et magno mercentur Atridae.

Tum vero ardemus scitari et quaerere causas,

Ignari scelerum tantorum artisque Pelasgae. Prosequitur pavitans, et ficto pectore fatur:

Saepe fugam Danaï Trojâ cupière relicta Moli, et longo fessi discedere bello.

Fecissentque utinam! Saepe illos aspera ponti

Interclusit hiems; et terruit Auster euntes. Praecipue quum jam hic trabibus contextus acernis

Staret equus, toto sonuerunt aethere nimbis.

—*Virgil, Æneid*, B. II., 100-113.

1. Scan the first five lines, marking the quantity of each syllable.

2. *Donec Calchante ministro—sed quid,* etc. What figure?

3. *Ithacus, Atridae.* Give their names.

4. *Requievit, prosequitur.* Supply the subjects.

IV.

Translate :

Ut rediit animus, pariter rediere dolores.
Pectora legitimus casta momordit amor.
Nec mihi pectendos cura est praeherere capillos,
Nec libet aurata corpora veste tegi.
Ut quas pampinea tetigisse Bicorniger hasta
Creditor; huc illuc, qua furor egit, eo.
Conveniunt matres Phylaceides. et mihi clamant :

“Indue regales, Laodamia, sinus !”
Scilicet ipsa geram saturatas murice lanas,
Bella sub Iliacis moenibus ille geret ?
Ipsa comas pectar, galea caput ille premetur :
Ipsa novas vestes. dura vir arma feret ?
Qua possum, squalore tuos imitata labores
Dicar, et haec belli tempora tristis agam.
Dyspari Priamide, damno formose tuorum,
Tam sis hostis iners, quam malus hospes eras.

Aut te Taenariae faciem culpasse maritae,
Aut illi vellem displicuisse tuam.

— Ovid, *Heroides*, XIII., 29-46.

1. *Ut quas pampinea*, etc. Explain.

2. *Ipsa comas pectar.* Explain the construction.

3. *Phylaceides, Priamide.* Explain the derivation. What are words of this class called ?

4. *Taenariae maritae.* Who, and why so called ?

5. Scan the first four lines.

6. Name the works of Ovid.

MATRICULATION AND SUPPLEMENTAL
EXAMINATIONS, 1882.

LATIN GRAMMAR.

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

1. Give the gender of *acer, cardo, far, dos, mos, seges, linter, marmor, senio, calix, caro, vas, lepus, tribus, virus, Aegyptus, suppellex, ensis, sanguis, lapis.*

2. Mention any peculiarities of inflexion in *pecus, equa, arcus, senatus, laurus, jugerum, respublica, deus, suppellex, jocus, ancile, requies, caelum, mane, lues, vis, spes, vas, filius, Sappho.*

3. Write the genitive singular, marking the quantity of the penult where doubtful, of *socer, celtiber, Macedo, Hannibal, grando, caro, Anio, mel, Xenophon, calcar, as, ebur.*

4. Write the principal parts of *adimo, fulcio, gigno, pario, coquo, obliuo, attingo, gaudeo, reperio, pungo, sedeo, seco*; marking the quantity of all penults where doubtful.

5. Show how the meaning of the following differs according to differences of quantity : *refert, educat, sedes, finis, oblitus, miseris.*

6. Give the other degrees of comparison of *ditor, summus, gracilis, vetus, munificus, frugi.*

7. Parse and explain the origin of the following forms : *ted, ellum, eccam, quoi, perduint, nosti.*

8. What are inseparable prepositions Give the list of them, and explain the force of each with an example.

9. What cases are governed by the following words?—*miseresco, ignosco, confido, studiosus, vescor, imperitus.*

10. Give the rules for the use of the moods in conditional sentences, with examples.

11. Translate into Latin :

I will go into the country, and remain there.

Fabia was a cause of laughter to her sister, who wondered that her sister was ignorant of it.

The clients answered that they would contribute as much as he had been condemned in.

Ælius used to write orations for others to speak.

These things must be confessed by Epicurus.

12. Explain the meaning of *Ecthlipsis, syneresis, asyndeton, anacoluthon, hendiadys, Bucolic casura*, with examples.

LATIN PROSE—PASS AND HONORS.

Examiner : J. Fletcher, M.A.

Candidates for Honors will take I. and II.; Candidates for Pass will take I. only.

I.

When the Gods had been chased away from Greece, and their realms were being divided among mortals, a certain man obtained Parnassus as his share, and made use of it as a pasturage for asses. Well, the asses found out somehow or other that the Muses used to live there, and they proceeded

to make the following observations: "It wasn't for nothing that we were turned loose on Parnassus. No doubt the fact is the world is tired of the Muses, and it wants us to sing to it here."

II.

"Look out now," cries one of them; "no nervousness! I will lead off, and mind you don't lag behind. Timidity becomes us not, my friends. Surely we shall render our race illustrious, forming our own choir, and lifting up our voice in louder music than the nine sisters ever produced. And in order that no injury may be done to our confraternity, we will establish among ourselves the following regulation: That no individual shall be admitted on Parnassus whose voice is deficient in the true asinine charm."

—*Krifol.*

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.

INTERMEDIATE ENGLISH.

Answered by D. C. Hetherington, St. Catharines.

I. (a) For this and that way swings
The flux of mortal things,
[(*m'*) Though moving inly to one far-off goal.]

Principal declaratory sentence containing an adverbial clause. Subject, "flux." Attributive adjuncts of subject, 1st "The;" 2nd "of mortal things." Simple predicate, "swings." Adverbial adjuncts of predicate, 1st, "this and that way;" 2nd, Adverbial clause [*m'* Though . . . goal]. Con. El. "for," = Latin "Etenim;" hence introducing a prin. clause.

Analysis of m'.—Kind, subordinate adverbial clause of concession. Subject, "(it)." Simple predicate, "(is) moving." Adverbial adjuncts of predicate, 1st "inly;" 2nd "to one far-off goal." Con. El., "Though."

NOTE.—The form "though moving" is really a confusion of two constructions. See Abbott's *How to Parse*, pp. 406 and 407.

"What had our Arthur gain'd to stop
and see,
After light's term, a term of cecity,
A church once large and then grown strait
in soul?"

Principal interrogative sentence. Subject, "Arthur." Attributive adjunct of subject, "our." Simple predicate, "had gain'd." Object, "what." Predicate adverbial adjunct of condition, "to stop and see . . . soul."

(b) For, though the current of human events is constantly flowing in one direction, it sometimes appears to deviate from its course. Had Arthur lived he would have seen nothing but a term of light, followed by one of darkness; liberality followed by illiberality of religious opinion and feeling.

(c) *To die*, an infinitive, subject nominative to "is good," which must be supplied after "to die," thus: "what better can he crave than to die is good?" *Underground*, adverb, simple, of place, in adverbial relation to "sleeping." *Break*, an infinitive, forming with "should," the periphrastic form of the subjunctive mood. *This and that way*, adverbial phrase, in adverbial relation to "swings." *To stop*, an infinitive gerundial, in adverbial relation to *had gain'd*.

(d) *To die* for etymology see dictionary. *Inly*, inwardly. "Moving . . . goal," = moving with an inward and unseen impulse towards one far-off object. *Light's term*, a period of liberality of thought and feeling.

2. (i.) The age of Queen Anne stretches over a longer period of time than the life or "time" of Defoe, so that the expression conveys a wrong idea. If, however, as sometimes happens, "time" is used in the sense of "age," then the word should not be changed, as the change suggests an intended difference. In "his descendants" we have an error of fact, as neither King William nor Queen Anne left issue. The author probably means "successors." Besides, it is usual to speak of this age as the age of Queen Anne, or the Augustan age of English Literature. (It ended with George I.) Correct as fol-

lows:—"Defoe lived in the age of Queen Anne," or "Defoe lived in the Augustan age of English Literature."

(ii.) "Sometimes" should not be used with "seems," as, if Cowper seems at any time, he must seem always. The true meaning is that he seems to have had the power sometimes. Strength refers to "thong of satire," not to Cowper's power of knitting. In the second sentence the "pre" of the word "prefer" and the preposition "before" express the same idea; and latter, being pleonastic, must be dropped. The phrase "take him all in all," being a quotation, should be expressed correctly—"Take him *for* all in all." But the quotation does not harmonize with the matter-of-fact character of the sentence, therefore prefer "on the whole." Correct as follows:—It seems that Cowper had sometimes the power to knit a thong of satire, in strength quite equal to that of Pope. On the whole we prefer him to Pope.

(iii.) Prefer "twenty-two" to two-and-twenty. "Ivy" should precede "myrtles," as the plural comes next the verb when the verb is in the plural number.

(iv.) "Sung" and "sprung" are the forms of the perfect participle, and should be changed to "sang" and "sprang," the forms used in the past indicative. But "sung" and "sprung" are allowable in poetry. The clauses,

"Where burning Sappho loved and sang,
Where grew the arts of war and peace,"

are applicable to "the isles of Greece," and are correct; but Delos sprang not from the isles of Greece, but from the sea. This should then read "among which Delos sprang." Phœbus was born in Delos, which the verse does not include in "the isles of Greece." The sentence in strict accuracy should be so arranged as to convey this meaning.

(v.) The expression "too extraordinary" is *exclusive* or *preventive* in meaning; the sentence given may be paraphrased thus:—

"No event is of so extraordinary a character as to prevent its POSSIBILITY."

Correct therefore thus:—

"No event is too extraordinary to be pos-

sible;" or "no event is so extraordinary as to be impossible."

(vi.) Change "lay" to "lie," as "lay" is the past indicative of the verb "lie," and the infinitive of the transitive verb *lay*, we require the infinitive of the verb *lie*.

(vii.) We have to infer that the events took place on the same day; the fact is not directly stated. If the owner traced the cows, either he must have lost them or they must have been stolen. Further, the expressions in the last sentences are incorrect. Read:—

"A butcher bought two cows from two men who offered them for sale. He immediately slaughtered one of the animals, and took the hide and carcase to the city. On the day in which these events happened, the person from whom the cows had been stolen (or who had lost the cows) traced them to the butcher." If, however, "it" refers to the cow the butcher had slaughtered, or to the hide and carcase, the proper idea must be substituted.

(viii.) "Subsequently" is a pleonasm, as the marriage must have taken place after the formation of this "tie." Exception may also be taken to the phrase "an indissoluble tie," as all earthly ties may be broken. This tie was evidently not indissoluble. Read:—

A (indissoluble) tie had been formed between them, and had it not been for a return of his malady, their meditated marriage would, in all probability, have taken place.

(ix.) The unity of this sentence is broken, and the adverbial clause left without any real connection with the principal sentence. Correct as follows:—When we consider what care (or "the care") she had taken of the poet, we can pardon her for showing some feelings of jealousy.

(x.) As under ordinary circumstances a partly drowned man does not pump the water from his own stomach, we must read as follows:—The man was thought to be dead; but, after the water had been pumped from his stomach, he began to show signs of returning consciousness.

(xi.) No mention is made of the persons to whom the pledge is to be submitted, nor does the word "candidates" always refer to

the same persons. The phrase "on that issue" and the word "they" are objectionable: the reference of the latter is not evident at once, and the former does not indicate directly what the issue is.

The sentence may be corrected thus:—A most interesting feature will be the submission to the meeting of a pledge to support prohibition candidates. The prohibitionists are determined to place a third man in the field to run in their interests, if the present candidates refuse to support a prohibition policy.

(xii.) The number of settlers who, in the future, may go in does not affect the number of non-producers now in the place, so that "are already" must be changed to a future predicate, if this is the meaning intended. But, as the sentence stands, it does not possess unity. Possibly the meaning is—If not more than 30,000 settlers go in this year there will be more than enough non-producers in the country.

(xiii.) It is not the nature, but the extent, of the change to which the writer evidently refers. Read:—

"You have no idea how much this place has changed. It is pretty nearly built over now."

(xiv.) As the balls and concerts take place during the same season, the predicate should be "has commenced." In the second sentence omit all following "popular," as the word "appears" casts a doubt on the previous statement, and the first clause includes the second, if "appears to be liked," be changed into "is liked."

(xv.) Change "whom" to "who," as the latter is the subject of "was ill." The sentence should read, "You were saying that neither you nor I am well," as the second person should precede the first, and the verb agree with the subject next it; but as there is an awkwardness in having a singular verb for a plural and a singular subject, we must read, "You were saying that neither were you well, nor was I." The pronoun "you" always takes a verb in the plural, hence the change of "you was saying" into "you were saying."

Verb. sap., verbum sapientibus, "A word to the wise (is sufficient)."
Infra dig., infra dignitatem—below one's dignity. *Bizarre*—see dictionary. *Boycott*—the name of an Irish farmer with whom his neighbours refused to have any dealings. The term is now applied to a system by which people refuse to deal in any way with some other person or persons. *Solecism*—see dictionary.

4. *nǎn-cha-lǎng, ǎng-wǎ, bron-ki-lia (kè), pǎng-shǎng, c-kiá, de-pó.*

5. Counsel, advice, or to advise (verb and noun).

Council, a body of men met to deliberate on a matter (noun).

Practise, to do, to perform repeatedly (verb).

Practice, the frequent performance of an action (noun).

Perfume, scent (noun).

Perfume, to scent (verb)—sometimes in poetry = the noun.

Compliment, to flatter, a flattering speech (verb and noun).

Complement, a full number or quantity, completeness (noun).

6. See dictionary.

7. General rule.—"Shall" expresses "the idea of the future, depending upon what is external;" "will" expresses "the idea of the future depending upon what is internal."

The following special rules are applicable:—

1. To denote simple futurity "shall" is used for the first person, "will" for the second and third persons, in principal declaratory sentences.

2. In subordinate clauses "shall" expresses futurity in all the persons.

3. When determination on the part of the speaker is intended to be expressed, "will" is employed in the first person, "shall" in the second and third persons, in principal declaratory sentences, but not in subordinate clauses. In these "shall" is employed in all persons.

4. When determination on the part of the subject of the sentence is intended to be expressed "will" is used in all the persons in principal and subordinate sentences.

5. Whenever the action of external events comes into play, the speaker, using the first person must pass from "will" to "shall."

6. To avoid the appearance of egotism "I will" may be softened into "I shall," even in cases of determination; but "I will" may never be substituted for "I shall."

7. In interrogative sentences, "shall" or "will" is used according as "shall" or "will" is expected in the answer.

8. See dictionary.

9. See grammar.

10. (1) Incorrect punctuation.

(2) Impure English—solecisms, etc.

(3) Bad construction of sentences and paragraphs.

SCHOOL WORK.

DAVID BOYLE, TORONTO, EDITOR.

NORTH HASTINGS UNIFORM PROMOTION EXAMINATIONS.

Entrance to Junior Third Class.

LITERATURE AND WRITING.

Teachers should give the explanations needed to enable the pupils to understand the questions.

I. Explain the following words and phrases:—expecting to amuse himself, almost stifled, attracted the notice, tears of sweet affection, defy, epitaph, finished a portion, presence of mind.

II. Name four lessons in the Second Reader that give examples of "presence of mind."

III. Who was called the "sweet singer of Israel?" Why?

IV. Write the following passages, using for the italicized expressions other words or phrases which will not change the sense:—

(i.) He had an *exciting chase*.

(ii.) The bear *committed great havoc*.

(iii.) *Gathering all his energies together he managed to reach it.*

(iv.) His *distracted father*.

[The following sentence, after being re-written by the candidate in accordance with the conditions of the question, is to be also used as a test for Penmanship.]

(v.) *Merely waiting to assure himself that the noble animal had strength enough to regain the bank, his master set the example by quitting the buoy, and by striking out lustily for the shore.*

V. What good lessons should be learned from the following stories in the Second Reader?—"My Father's at the Helm," "The Old Man and his Ass," "Whittington and his Cat."

VI. Write from memory the first three verses of the Evening Hymn, beginning "Glory to Thee, my God, this night."

One mark is to be deducted for every error made in spelling, capitals, or arrangement in lines, in writing these verses.

ARITHMETIC.

Full work required. Full marks to be given for correct solutions only. If the answer be nearly correct and the method be quite correct, from 10 to 50 per cent. of the value may be given. In marking, neatness of arrangement, etc., should be taken into account.

I. Add together, seven, nine thousand and eight, seventy thousand and eighty, four, nine hundred and five, four hundred and four thousand and forty, eight hundred and sixteen thousand seven hundred and twenty-nine.

II. Jenny has 427 buttons, Mary has 2 more than Jenny, Ann has 14 more than Mary, and Susan has 187 less than the number that Jenny and Ann together have: how many have all the girls got?

III. Write 94, 169, 147, 234, 375, and 400, in Roman numerals.

IV. Mrs. Cooke sells 39 lbs. lard at 13 cents a lb., 27 lbs. butter at 19 cents a lb., 22 chickens at 25 cents a pair, and 240 stalks of rhubarb at 9 cents a bunch, each bunch containing 10 stalks; in payment, she gets 9 lbs. of sugar at 11 cents, 5 lbs. of tea at 55 cents, 14 yards of calico at 18 cents a yard, and the balance in pork at 100 cents a lb. How much pork should she receive?

V. How often is 87 contained in 3001407?

VI. Find the value of $247 - 99 - 14 + 89 - 165 - 27$.

VII. Write correct definitions for *addends*, *multiplicand*, *factor*, *composite number*, *notation*.

VIII. Multiply 4798 by 8007 and divide the product by 48 by factors.

—
Entrance to Senior Third Class.

ARITHMETIC.

Full work required. Full marks to be given for correct solutions only. If the answer be nearly correct and the method quite correct, from 10 to 50 per cent. of the value may be given. In marking, neatness of arrangement, etc., should be taken into account. One hundred marks to count a full paper.

I. Multiply by factors the sum of eighty-seven, twenty-five millions ninety-eight thousand and fourteen, eighty-two thousand seven hundred and three, and three millions and thirty by 42, and divide the product by 8049.

II. (a) How many pounds of cheese are there in 7 tons, 18 cwt., 64 oz.?

(b) Reduce 19 miles, 169 rods, 504 inches to feet.

III. If the dividend be 387546, the quotient 4905, and the remainder 51, what must the divisor be?

IV. How many barrels (200 lbs. each) of flour at \$3.25 per cwt., should be received 384 lbs. barley at 90 cts. a bushel, 390 lbs. wheat at \$1.20 a bushel, 392 lbs. rye at 80 cts. a bushel, 495 lbs. pork at \$12 per cwt., and 1152 cub. ft. wood at \$2.50 a cord?

V. What is a cube? a cubic foot? a square? a square foot?

VI. An ox weighs six times as much as a butcher; they both weigh 1211 lbs.: how many pounds does the ox weigh more than the man?

VII. If 18 bushels of wheat be bought for \$22.25, and sold for \$26.75, how much will be gained on 240 bushels at the same rate of profit?

SPELLING.

Four marks to be given for each number correctly written; nothing to be given for numbers in which any errors are made.

1. No slackening of the pace occurred.
2. There's herbage; moral discourses.
3. Repair the breach; vicinity, diminished.

4. Engineering resources: crayon, amateur.

5. Emigrants, neither, beaver, indispensable adjuncts.

6. Four deer's bones; hideous, skeleton, similar.

7. Mischievous; artful cells; sells honey.

8. "Forth issuing from a neighbouring wood."

9. Discreeter grown; toad; a bowl of dough.

10. Eagerly seize the bait; He sees their luscious hoard.

11. The choir sings in the aisle of the church.

12. Relief, chief, leaf, beef, deaf, deceit.

13. It suddenly protruded in the tiger's face.

14. Scythe, rhyme; buy wrought iron.

15. Sue, juice, Jew, sluice, trough, soot.

16. A gilt spoon; guilt makes us timid.

17. Appalling murderous roar; president.

18. He has finished his peregrinations among the flowers of the South.

19. Inducing, Delaware, untamable.

20. Let the humble-bee be there.

21. Wholly destitute of amiable traits; jerking his tail.

GRAMMAR AND COMPOSITION.

- I. O little flowers! you love me so,
 You could not do without me;
 O little birds that come and go!
 You sing sweet songs about me;
 O little moss, observed by few,
 That round the tree is creeping!
 You like my head to rest on you,
 When I am idly sleeping.

Select and arrange in separate columns the *nouns*, *adjectives*, *pronouns*, *adverbs*, and *prepositions* in the above extract.

II. Write sentences each containing one of the following words:—sugar-maple, fear, idle, kindness, their, use, ewes, meat, meet, mete.

[There must be no error with regard to capitals or punctuation.]

III. Divide the following sentences into subject and predicate, thus—*He* | *was in a rage*.

- (i.) Down in a green and shady bed
 A modest violet grew.

- (ii.) Still sits the school-house by the road.
 (iii.) Long years ago a winter sun
Shone over it at setting.
 (iv.) Still memory to a gray-haired man
That sweet child-face is showing.
 (v.) The sight of a sleek and beautiful cat
seated calmly in the midst of a cage of birds
was astonishing.
 (vi.) Delighted with his ingenuity, the men
rewarded him liberally.
 (vii.) In a situation of such great peril no
one expected to escape.

LITERATURE AND WRITING.

One hundred marks to count a full paper
in Literature. Value of Writing, 50 marks.

I. Write the following passages using for
the words and phrases in italics other words
and phrases which will make good sense:—

- (i.) *Attained to some age.*
 (ii.) It had, *in some measure, recovered from its terror.*
 (iii.) It *convinced* us of the *utility* of all
attempts.
 (iv.) Its *docility* is *on a par* with *that* of the
young horse.
 (v.) *To regale* on a new-taken fly.
 (vi.) The beavers *sallying forth* to *repair the breach.*
 (vii.) The *maintenance* of the dam is a
matter of vital importance.
 (viii.) *Displays* as much *affection.*
 (ix.) The beaver is *too highly civilized* for a
nomadic life.
 (x.) In spite of the shameful *ingratitude* it
exhibited.
 (xi.) Death in this *case* was *probably* as
much *occasioned* by fear as by the *injuries*
inflicted.

(xii.) He had a *meditative expression* on his
face.

II. Explain fully and clearly the meaning
of the following:—

- (i.) Enterprising individuals.
 (ii.) They lived in the *Saskatchewan.*
 (iii.) Moral discourses.
 (iv.) A significant term.
 (v.) The dam is an *indispensable adjunct.*
 (vi.) Veterinary college.

III Write the first verse of "The Canadian
Boat Song."

[Examiners will deduct one mark for each
error in spelling, capitals, or the arrangement
of the lines. Writing will be judged from
this.]

IV. What lesson is taught by the story of
"Boots and his Brothers?"

Entrance to Junior Fourth Class.

SPELLING.

Capitals and periods must be used where
necessary. Value 80. Four marks to be
deducted for each error in spelling or capitals,
and two for each error in the use of punctua-
tion points.

1. "Their great Original proclaim."
2. Accept this little flower in remem-
brance of my gratitude.
3. That eminent senator is in imminent
danger of not earning his salary.
4. Pare a pair of lemons; our guest
guessed the answer.
5. He bored a hole through a whole
board.
6. Quotient, business, diligent, onion,
union.
7. Half-a-dozen councillors including the
reeve made an excursion to Guelph.
8. Settled; government duty; conscien-
tiously.
9. Civility, courtesy and reverence should
be practised by every scholar.
10. Victuals, carrot; movable sewing
machines.
11. Drowned, settled; ceased paddling.
12. The principal Saxon chiefs readily
agreed to Alfred's proposal.
13. Eventful reign; especially useful; lite-
rary leisure.
14. Vigilance, unintelligible, apparel, re-
petition, nauseous, besieged.
15. Tied inextricably together, the centre
canoes drew them into the foaming waters.
16. Recollection, potato, heaven, aggrieve.
17. That's capital celery, it suits my
palate.
18. He was sent with a cent to buy some
scent.

COMPOSITION AND WRITING.

Use capitals and punctuation marks where
necessary. The answer to the first question

will be taken as a specimen of Penmanship. Value of Writing, 50 marks.

I. Combine the following statements into a simple sentence properly constructed :—

William Ewart Gladstone is Premier of England. He is the present Premier of England. He has gained a reputation for his eloquence. He has gained a reputation for his wonderful industry and vigour. He has gained a reputation for his earnest desire to do right. He has gained a world-wide reputation.

II. Name, in a properly constructed simple sentence, six things you can see in the room in which you are being examined.

III. Write sentences each containing one of the following words and phrases :—at length, in the direction of, without regarding the missiles, disciples, oar, orc, o'er, lie, lye, silly, Scilly, canvas, canvass, waist, waste.

IV. To these questions write sentence-answers :—

(i.) When, where, and between what nations was the battle of Queenston Heights fought ?

(ii.) What makes the Newfoundland coast dangerous to sailors ?

(iii.) What are the names of six of the most prominent politicians of Canada ?

V. (i.) Write a simple sentence in which the subject is modified by an adjective, and by a noun in apposition.

(ii.) Write a simple sentence in which the subject is modified by an adjective phrase, and the predicate verb completed by an object and modified by an adverbial phrase.

MY PART IN A SECOND-BOOK GRAMMAR TALK.

How many of you, boys and girls, would go home this afternoon pleased, if I were to tell you that you must all buy books, and begin to learn grammar on Monday morning ?

Not one of you ! Jane, let me ask you, why ?

You think you're not old enough. Is that your reason, Peter ?

You think it's too hard. Now, how many of you agree with Jane and Peter ? Every one of you, eh ?

Well, I am quite sure you are all wrong. You are all old enough to learn grammar, and grammar is not very hard to learn. I should be very stupid if I were to ask you to learn grammar from grammar books, but we need no books.

Annie, how old do you think boys and girls should be before they begin to learn grammar ? Twelve, you say. And you ? You think about fourteen. Then, I suppose you would all look upon a child as being very clever, who should begin to learn grammar when three years old.

You would ; I thought so.

You must think then that I was a remarkably bright child, for I began to learn grammar before I was three months old !

You all seem to be surprised ; but there was nothing very strange about this, for every one of you began about the same age.

Before we could even speak, we knew the names of perhaps forty or fifty things, and we could tell by the tone of father's or mother's voice whether we were doing right or wrong. These were our first lessons in grammar.

Long before we came to school we had learned more grammar than any book about grammar contains.

But since coming to school, how many of you have been taking lessons in grammar ?

What ! Not one ? Think again.

Well, Harry ?

Learning to read, you say, was learning grammar. You are right. Every word you have been taught to pronounce ; every word you have learned to spell ; everything you have been told about the use of capitals, commas, full stops, and apostrophes, have been just so many lessons in grammar, because grammar means knowing how to speak and to write in a proper way.

After this, therefore, when you get into a higher class, all that you will be asked to do is to go a little farther along the road you have already been travelling for some years.

You will learn the names of different kinds of words, and sentences, and you will be taught *why* it is right to speak one way, and wrong to speak another.

Do you think this would be too hard ? No, I am sure you don't ; and yet a great many boys and girls find "book grammar" very hard. How can this be ? You don't know ! Well, I'll tell you what I think is the reason, and then this lesson will be over.

Some scholars don't like to learn grammar because they don't understand the use of it. You will all love grammar, — perhaps.

TEACHERS' ASSOCIATIONS.

WENTWORTH COUNTY.

FIRST DAY—FRIDAY, OCT. 20TH.—Mr. W. R. Manning, of Ancaster, delivered an address on "Our Profession." He called attention to the fact that many of the pupils in the Public Schools do not continue their studies after school life, and to the necessity of having right ideas of the nobility of the teaching profession, its preparation, work and rewards. He contended that the education of the physical, intellectual, emotional, æsthetic and moral natures of pupils was necessary, as well as that of the will. He also spoke of the teacher's encouragements and rewards.

Mr. G. Mercer Adam was then introduced to the Association, and delivered an address upon the subject of "Leave to be Useful," which was particularly to be gained in the Association by mental contact, which must have a quickening and enlivening effect. The difficulties of teachers from their isolation while engaged in their work were great, and the aims of the Association should be kept before their minds during the interval between meetings, as this would increase their usefulness. No half purpose ever produced a whole deed. They should consider how and with what effect women have found "Leave to be Useful." He heartily sympathized with their co-education with man. A new era has opened for them in intellectual and artistic fields. Women's chief work so far has been prose fiction, in which they have won a high position. We should learn the secret of "How to Read," as books inspire to lofty aims. He referred to the abolition of postage on newspapers, giving some interesting statistics of the trammels on the freedom of the press in the past.

The best of books are now published in such a cheap form that no teacher can be excused for not being well read in the best literature. They should indulge their taste discreetly, and give a literary flavour to the meetings of their Associations, and add papers on popular science. In reference to Canadian literature, two forces must be present, the moment and the man, and as our country is yet young, no doubt both will come. At present the political arena absorbs the literary talent of the country, but as politics and literature, except in rare cases, are antagonistic, this complaint would pass away. Many of our political leaders were unable to write an ordinary letter and would bungle a leading newspaper article fearfully. He then referred to the discouragements and encouragements of teachers and the increasing numbers of those who are engaging in literary work—a work which affords them now great encouragement, and that without the hope of fee or reward. The Press might be helpful in giving critical reviews of national literary work, especially as there is an increased desire for good reading, although political matters still attract a great deal of attention. The cry for a more educated ministry and more effective preaching opens up another field of usefulness to teachers.

The address occupied an hour in its delivery, and was replete with valuable ideas dressed in good language. At the conclusion it was moved by Mr. Bissonnette, M.A., of Dundas, seconded by Mr. Faulkner, of Beverly, That the hearty thanks of this Association be presented to Mr. Adam for his most excellent and stimulating address.

Moved by Mr. Bernard, seconded by Mr. Carruthers, That the thanks of this Association be presented to Mr. Manning for his address.—Carried.

CONTEMPORARY LITERATURE.

CHASE AND STUART'S CLASSICAL SERIES:—
 A FIRST LATIN BOOK, with Exercises on the Inflections and the Principal Rules of Syntax, also special and general Vocabularies and Notes, by George Stuart, A.M., Professor of the Latin Language in the Central High School, Philadelphia. A LATIN READER, with Explanatory Notes and a Vocabulary, by George Stuart, A.M. Philadelphia: Eldredge & Brother.

THE publishers of Chase and Stuart's Classical Series claim peculiar merit for their work in the following particulars: the purity of the texts, the clearness and conciseness of the notes, and their adaptation to the wants of students, the beauty of the type and paper, the handsome binding, the convenience of the shape and size, the low price at which the volumes are sold, and the further fact that the preparation of the whole series is the work of American scholars. There was a time when the last statement would have been sufficient to exclude the works from Canadian schools, but happily that time has gone by, and the original work of the American scholar now passes current everywhere. The publishers in these volumes have made good their claims, and we have no doubt the works will win favourable notice and be much used on "the other side." With us, who naturally incline to the fruits of British scholarship, the *Principia Latina* obviates the necessity or the desire for a change in our elementary manual of Latin. The Reader is a good sequel to the First Latin Book, and is well adapted to the student's first attempts at translating. The selections are generally excellent, but why unearth for modern use the "Colloquies of Erasmus," which, whatever may be their brightness and wit, are, as he himself said, full of foolish things, including bad Latin, and reckless solecisms. American youth should be taught the tongue of Livy and Cicero, and not that of St. Jerome.

A LATIN GRAMMAR FOR SCHOOLS AND COLLEGES, by Albert Harkness, Ph.D., LL.D.: Revised Standard Edition of 1881. New York: D. Appleton & Co., 1882.

WHEN noticing in our February issue of 1881 Messrs. Seath and Henderson's *Companion to Harkness's Latin Grammar*, we remarked that these authors would have done well first to revise the Grammar, and then write their Companion to it. What these scholars, however, did not undertake to do, Dr. Harkness was then doing, and has since completed for himself, and none too soon. Classical masters familiar with the best Latin Grammars published in England, and all who have kept up their Latin critically, must have felt that the Authorized Latin Grammar has been for some years past falling behind the times, and that something more than this book was required by the Honor-man in classics. Happily Dr. Harkness, whose Grammar has been the authorized Text Book in our High Schools, has been spared to revise his own work, and by his ripe scholarship to leave it in such a shape that it may require but little modification for several years. To say that he has written a good work would at this time of day be a mere platitude. He has improved upon himself, even where improvement seemed difficult, if not impossible. Want of space, we regret, will prevent our going fully into the merits of the revised work, but it may be briefly said that the designs of the author, as stated in his preface, are fully realized. These are:

"1. To present a clear, simple, and convenient outline of Latin Grammar for the beginner. Topics which require the fullest illustration are first presented in their completeness in general outline before the separate points are explained in detail. A single page often foreshadows the leading features

of an intended discussion, imparting a completeness and vividness to the impression of the learner impossible under any other treatment.

"2. It is intended to be an adequate and trustworthy Grammar for the advanced student. The Subjunctive Mood and Indirect Discourse have received special attention.

"3. In a series of footnotes it aims to bring within the reach of the student some of the more important results of recent linguistic research. The distinguishing feature of this part of the work consists in the abundant references which are made to some of the latest and best authorities upon the numerous linguistic questions naturally suggested by the study of Latin grammar."

In going carefully through the work we have found some new and valuable material on nearly every page. Whole sections have been added, several tables have been supplied, many formidable *lacunæ* filled up, and scores of new examples quoted, throwing the fullest light upon idioms. There is indeed so much that is new and useful that it is impossible in a brief notice to give any idea of the valuable additions that have been made. Our readers interested in classics will eagerly go over the book, and in their hands this new edition will soon supersede all others. Some idea of the number of changes made may be had from the fact that the Index of Subjects has been extended from 19 pages in the first edition to 36 in the third. The book is beautifully printed on excellent paper, and is handsomely and strongly bound, while the cost is not increased.

VIRGIL'S ÆNEID, Book V. (1-361). Edited, with Notes, by C. J. Logan, B.A., and Petter Perry, B.A. Toronto: William Warwick & Son.

THIS is a very neat and handy edition of the portion of *Virgil* prescribed for the "Intermediate." There is a life of Virgil, and full notes, a chapter on Virgilian Metre, Examination Papers, full references to Harkness's Grammar and the Public School Latin Primer, and a complete Vocabulary. In a modest preface the editors acknowledge their

obligations to the various authorities, and demur to their being considered rivals of older and more experienced teachers. As usual, modesty but betokens merit, and the reader will not have far to seek for occasion of praise. The notes are brief and to the point, and will all be read; the original matter is scholarly, the questions are appropriate, and the vocabulary, which embodies the latest researches, is an excellent bit of judicious compilation. Messrs. Logan and Perry have done good honest work, and deserve to be trusted guides to Virgilian lore. Messrs. Warwick & Son have also done their part in a very satisfactory manner.

THE COLLEGE EUCLID: comprising the first six, and the parts of the Eleventh and Twelfth Books read at the Universities; chiefly from the text of Dr. Simson, with a new arrangement of the Figures and Demonstrations; the Enunciations of the Propositions separately; Questions on the Definitions; Arithmetical and Algebraical Demonstrations of Books II. and X.; and a Selection of Geometrical Problems for Solution, by A. K. Isbister, M.A., LL.B. Fifth Edition. London: Longmans, Green & Co., 1880.

IF the College Euclid of Mr. Isbister, whose editions of portions of the *Bellum Britannicum* and the *Anabasis* were favourably noticed in our March number, had been in the hands of the exasperated young French nobleman who said to Rohault, his teacher of geometry, "*Quel diable pourrait entendre cela?*" we might possibly have lost both this bit of petulance and the fine wit of the reply: "*Ce serait un diable qui aurait de la patience.*" Possibly not, however. Euclid, geometry, or whatever name the subject is known by, will always, from its very nature, present special difficulties to the generality of youth, but Mr. Isbister, with the help of numerous predecessors whose labours he neither slights nor ignores, has made the old *ἀριστός* to geometry as nearly *βασιλική* as we may hope to see.

Not that we mean to say that here at least is a text-book free from Euclid's faults, and other faults of a graver character consequent upon the attempts of numerous editors to-

restore and not to amend the original. Such a text-book, rejecting the pernicious dogma of Euclid's infallibility and more adapted to the purposes of elementary instruction, is still a desideratum in our schools, but for an exposition of Euclid's Elements as generally understood, this book has some novel and important merits.

Mr. Isbister's improvements in presenting the subject are undoubtedly consequent upon the lively conception he has of the special difficulties that beset beginners in ratiocination, and he has throughout treated the subject as one long lesson in reasoning. To this end he has exerted himself so to divide and subdivide, to arrange and group the forces at his command, so to *uniform* them as it were, that with a very moderate exercise of his intelligence the pupil may be got to understand the position to be assaulted and the right method to carry it.

The book, it may here be repeated, is for the higher classes in schools and colleges, but the method is not beyond beginners. The text, as stated in the title-page, is based on that of Dr. Simson, but the alterations introduced have been confined chiefly to arrangement. The following are the chief:

1. The references to previous propositions and definitions are collected after the enunciations.
2. In describing the figures, the parts which are given in the enunciation are represented by dark lines, and those which are added in the course of the demonstration by dotted lines.
3. In the demonstration the several steps of the proof are arranged in a logical form by giving the premisses and the conclusion always on separate lines; the construction and demonstration are distinguished by separate headings; and as a further aid to the student the enunciations are broken into paragraphs, and the demonstrations into corresponding divisions, wherever the proposition consists of more than one case.
4. The lines are printed so as to commence uniformly from the side of the page; every conclusion is indented, and the applicable part of it printed in italics; the final conclusion and the thing to be proved or done stands out prominently from the rest of the page in bold Clarendon type.

The value of this arrangement and method of printing must be obvious, and a consistent

and careful use of the book, would, we think, smooth difficulties often encountered by pupils in "The Intermediate Class."

The notes are brief, but very much to the point. There is also a very good classified index of the propositions in each book. There is also a capital appendix, useful to assist teachers in reviewing their classes and to aid the student in the work of self-examination. In a word, we may say that the work is *Pott's* improved.

ARITHMETIC FOR PUBLIC SCHOOLS [Royal Canadian Series]. Toronto: Canada Publishing Co. (Limited.)

A PRACTICAL ARITHMETIC, by G. A. Wentworth, A.M., Prof. of Mathematics in Exeter Academy, and Rev. T. Hill, ex-President of Harvard. Boston: Ginn, Heath & Co.

WE regard both these treatises as being well adapted in most respects to the wants of public schools. The former, one of the issues of the Royal Canadian Series, addresses itself to beginners, and is written with the intention of "covering the ground which is usually traversed by the pupil before entering the High School." As a lucid and practical manual of Arithmetic, suited for Canadian schools, the work will take a creditable place among the text-books on the authorized lists of the Department. Exclusive of the answers, it consists of 208 pages; and when we say that within this compass is contained upwards of two thousand three hundred problems, ranging from the simple rules through factoring, fractions, concrete quantities, decimals, percentage, measurements, and bills or accounts, it will be seen how intensely practical is the work. In many respects the plan of this arithmetic is quite novel, but all the departures from the beaten track have been suggested to the author (we are informed) either as the result of his own experience, or of that of others who stand high in the profession.

The Practical Arithmetic by Profs. Wentworth and Hill is intended for the use of pupils "at least twelve years of age." As a treatise in the hands of *teachers only*, and for the purpose of testing pupils of High Schools in the advanced rules, it will serve an admirable purpose. The chief objection to its use in this way lies in the fact that no answers are given to the exercises.

Both works are well bound, printed on excellent paper, and are highly creditable to their respective publishers.

EDITORIAL NOTES.

POLITICS, THE CHURCH, AND
"MARMION."

THE least pleasing feature in the "Marmion" controversy, of which we have had a sickening surfeit, is the circumstance that it originated in ecclesiastical, and there is some reason also to fear, in political intrigue. Only one element of satisfaction is granted us in the matter—the Archbishop's letting the cat out of the bag, and disclosing the fact that Mr. Crooks's action was the result of priestly interference and sectarian super-sensitiveness. It would be unjust to refer with impatience to the subject, if the protest against the use of "Marmion" as a text-book in our High Schools had emanated from the wise friends of religion, and if there were reasonable grounds for calling in question the morality of Scott. As the case is, however, it is peculiarly vexatious to have to discuss a matter which is so apt to rekindle the flames of religious strife and bigotry, and to embroil our educational affairs in the most calamitous of agitations. Considering the source of the protest addressed to Mr. Crooks, and the fact affirmed by his organ, that he had no ready knowledge of the wholesomeness of Scott's writings, one would have supposed that the Minister of Education would not so foolishly have given himself away. That he has done so is but another evidence of his unfitness for his post, and an additional argument for removing our educational administration from the sphere and influence of politics.

Here, indeed, is the whole difficulty, and it is one that will increasingly surround Mr. Crooks, and embarrass any successor to his portfolio, so long as the Department remains a political office, and its affairs continue to be conducted on party lines. A weak man like the present Minister of Education,

swayed by every current of denominational and political opinion, is, of course, sure to fall an easier prey to intrigue than a man of stronger mind and of less partisan character. With a Chief Superintendent, however, influence of the sort which Archbishop Lynch brought into exercise would have been harmless, for he would either have referred his complainant to the University Senate, who are primarily responsible for the book's being used, or to the Council of Public Instruction, who would have guided him aright in his action in the matter. Even if denominational interference had been yielded to, it is obvious that the matter in dispute would not have become the party question it now is.

Menaced thus by the Church and by the politician, surely the people of Ontario will now see the danger to our school system in clinging to the Ministership of Education, and in delaying an hour in getting back to competent and independent lay rule. Until we get the latter, there can be no safety for education, for, on the one hand, there will be the effort to carry it back to the fetters of the Middle Ages, and, on the other, the no less disastrous attempt to put it under the heel of faction.

The question of the fitness of "Marmion" as a text-book in our Schools, our readers, we feel sure, will scarcely expect us seriously to discuss. Only the veriest bigot could object to it, or a journal truculent enough to degrade literary criticism to the service of sectarianism and party. How insincere have been most of the objections to the book, we need scarcely stop to point out. The Archbishop's political pulpit harangues, and the *Globe's* chameleon disquisitions sufficiently reveal this. Where other objectors have taken the field, if the motive has not been narrow, it has been partisan. In no case has the cry

for the withdrawal of "Marmion" come from a scholar or student of letters. None would so fatally compromise his literary judgment. The *Globe's* statement that the work "was withdrawn at the request of High School Master and Inspectors" is known to be false. It was a gross libel on the profession. The demand for its inhibition came solely from a prelate whose literary culture, we fear, is on a par with his toleration and his charity. Insults offered to the religious feelings of any portion of the community have, of course, a right to be resented. But in the present case, there has been nothing of this; and Scott's ecclesiastical anti-quarianism and his sympathy with, at least, the picturesque aspects of monastic life, should have saved him from the suspicion of aspersing the Church, or of writing against it with bitterness. In composing "Marmion," nothing, we may safely say, was further from Scott's mind than to have a fling at Rome. Whatever incidents he wove into the poem were those which served his art; though, as in his other writings, while he produced a work of fiction, we often find it to be, in some measure, at least, a fiction of history's own making. Careful of the morals of literature, he was, perhaps, not always careful of the morals of sect. This is all, however, that can be said against Scott; but to quarrel with him for this, is to quarrel with our better selves. Presbyterianism has as much to resent in Scott as has Roman Catholicism; yet why should either get angry at Literature's preserving a trace of phases in the development of each Church with which the present age has little sympathy. "Marmion," however, it seems to be necessary to tell the Minister of Education, is neither a "Decameron" nor a "Book of Martyrs." Its story is one of the glories of literature; and for purity, healthfulness, and bright narrative, it has hardly its peer in fiction.

The interdiction, at this time of day, of a classic like "Marmion," is as gross a literary outrage as was ever perpetrated. The Act of Mr. Crooks will gain for our educational administration a world's contempt. Already, his folly is earning abroad its meed of de-

risation. Some atonement has been made by the University Senate, in retaining the work on the College curriculum, and by the High School Masters, despite the Minister's order, in continuing to read the book with their pupils. Thanks to the Archbishop, the Minister, and the *Globe*, the task has to be undertaken with a delicacy which the folly of priest and politician has now rendered necessary. The irksomeness of this to the teacher is the direct result of the controversy, and part of the legacy of evil which Mr. Crooks's act has imposed upon the schools. The indirect results, who shall estimate? for few pupils will now study the book without repressing a nasty thought, or, it may be, taking a meaning from passages which neither their author nor any clean-minded man ever found in them. The whole affair is, in an extreme degree, sickening. Few public men have proved less worthy of their office than the Minister of Education; and no effort he can now make will set his folly right. Another such blow to the morals of the schools, and he will have undone the forty years' work of his predecessor. The evil his act has already entailed, it may take years to repair. But for the common sense of the people, Mr. Crooks's collusion with the Archbishop might have launched the country on a havenless sea of sectarian strife, and blasted in a moment the reconciling influences of recent years. Both ecclesiastic and politician ought to have been engaged in better work; and education and morality would have been the gainers. The Province may still bear with the fatuity of the Minister; but, assuredly, it will not brook the meddlesomeness of the Priest!

THE BIBLE IN THE SCHOOL.

THERE is no doubt that Mr. Mowat was right in regarding as most important the petition lately presented to him by a body of clergy representing every Protestant church in the Province, with the sole exception, we believe, of the Baptists. There is much reason to fear that the rising generation is growing up without any definite moral train-

ing. The example of the youth of the neighbouring republic is not a happy one as regards social, filial, and moral relations. Yet it tends to infect the youth of this country with a spirit in which individualism takes the place of Duty—a spirit too apt to say to the proprietaries and obligations of nonage, “let us break their bonds asunder, and cast away their cords from us.” It may be said, that “the parents ought to see to the moral training of the children out of school hours.” But, as a matter of fact, is this done? No doubt, in every well regulated household, the most forcible of all moral lessons is given in the life of every day—the lesson of example from father and mother. But, over and above this, we are quite of opinion that some systematic training should be given in the theory of morals. It may further be said, that “there is the Sunday-school.” We believe the Sunday-school to be excellent in its way; it is the children’s share in the church’s service; the cheerful gathering of the little ones, boys and girls, bright in their Sabbath garniture, the pleasant half hour’s lesson in some Old Testament story or parable from the Gospels, the hymns, the library books, the not unfrequent pic-nic, all combine to make an impression never to be forgotten in after life. But all this does not meet the want of the time; it does not teach morality on a distinct system. Besides, we want a religious training that shall come not on one day, but every day; and not in one school, but in every school. The proposal to read the Bible as a text-book of morals seems to us not only expedient but most desirable, if, as a matter of justice (and the present School law provides for this), it be not objected to by any portion of the community who pay the School tax, and if it is likely to be so far agreed to by our Catholic fellow-citizens as not to be an obstruction to what we consider one of the most desirable of things, with reference to the future of our educational system—the amalgamation of the Separate with the Public Schools of the Province. As to the objection raised by many that Bible-reading will give rise to sectarian controversy, we reply that we have little fear of such danger.

The Bible will be studied from a moral rather than from a doctrinal standpoint, and the good sense of the teacher, we feel assured, can for the most part be relied upon to deal with what is easily understood as ethical teaching by precept or example, rather than with controversial questions, or what St. Paul calls “doubtful disputations.” We cannot, however, be blind to the fact that, in urging rigid compliance, on the part of the masters of all our Schools, with the existing regulations respecting the reading of Scripture, there are some difficulties and certain obvious dangers. But these need neither be magnified nor be made the subjects of contention; still less should they be stumbling-blocks in the path of Christian duty, on the part of a Christian nation, in a Christian land. Whatever the recent conference may bring about, there can be little question that some means should be adopted for more direct inculcation of the great principles of morality in our Public Schools.

“WHAT WILL HE DO ABOUT IT?”

THE Minister of Education, no doubt, has had his answer from the University Senate in regard to “Marmion.” We all know what was the Senate’s decision: it could not, with any degree of sanity, have taken Mr. Crooks’s, or rather the Archbishop’s, view of the matter; and it retains the poem on the curriculum for matriculation. Some weeks have now passed since the meeting of the Senate, and Mr. Crooks has not yet advised High School Masters that he removes his protest, and allows “Marmion” to be read. Why the delay? The poem has been on the University curriculum for the last three years, and the Minister surely had time to find out that it was “immoral” before authorizing its use for the current work of the schools. He had already ordered the book to be read; he knew that our publishing houses had prepared editions; that the text-book was in the hands of the pupils, and was in fact being taken up in the course. Having, under foolish interference, interrupted the study of the work,

what keeps him now from ordering its resumption? He is aware of the Senate's action, and the country's endorsement of it; and, if he cared, he could, in twenty-four hours, get the united voice of the High School Masters to supplement the decision. Yet why is the profession not further instructed in the matter? Having taken a foolish step, has he not the courage to avow it, and to relieve the Department of the odium which he has been the means of casting upon it? To own his mistake is a duty, first to English literature and the memory of Scott; and, secondly, to himself, the teaching profession, and the public of Ontario. He can, at least, make this atonement; after which, let the book be reinstated and the unsavoury controversy forgotten!

THE LATE INSPECTOR MAC- KENZIE.

As we go to press we have been shown the proof-sheets of a volume of "Selected Sermons," by the late Rev. J. G. D. Mackenzie, M.A., whose name will be familiar to many in the profession as Inspector of Grammar Schools in this Province during the years 1868-73. The Sermons are scholarly and often eloquent expositions of Evangelical truth, and cannot fail to favourably impress the mind of the thoughtful and reverent reader. Prefixed to the volume is a brief biography and photographic portrait of the author, who in his day was held in deservedly high esteem as a Christian gentleman, an exceptionally good scholar, and an ardent educational reformer. The chief value of the work to the profession, however, will be found in the sixty-page appendix, containing a series of thoughtful "Educational Suggestions," compiled from Mr. Mackenzie's Reports to the Department of Education during a period of five years. The subjects of these suggestions are various, embracing the writer's opinions in regard to School Discipline, Standards of Admission, Courses of Instruction, Examinations, Inspections, School Buildings, Furniture, etc., etc. Mr. Mackenzie's utterances

on these topics will be found well worthy of consideration by teachers, trustees and others, though some of them refer to matters which, though innovations at the time of writing, have become familiar now by experience and use. Mr. Mackenzie's services to the cause of education in Ontario entitle his memory to the grateful interest of the profession, and this memorial of the man and his work to hearty recognition and support.

NOTES—LITERARY AND PRO- FESSIONAL.

AMONG the forthcoming publications of interest to teachers we find the following announced:—

"The Functional Elements of an English Sentence," by the Rev. W. G. Wrightson, M.A. (Macmillan.)

"Macaulay," by J. Cotter Morrison; and "Sheridan," by Mrs. Oliphant—in Morley's "English Men of Letters."

"A Dictionary of Corrupted Words, which have been Perverted in Form or Meaning by False Derivation or Mistaken Analogy," by the Rev. A. S. Palmer. (Bell & Son.)

"Contested Etymologies in the Dictionary of the Rev. W. W. Skeat, M.A.," by H. Wedgwood. (Trubner.)

"A History of English Rhythms," by the late Edwin Guest, M.A., new edition, revised by Prof. Skeat. (Bell & Son.)

"English Lessons for School-room use," by Kathleen Knox. (Bell & Son.)

[A work designed "to convey lessons on the structure of the English language, and to draw out the reasoning faculties as exercised in the endeavour to follow an elaborate thought, also to serve as an introduction to some of the masterpieces of English thought and expression."]

"Notes of Lessons in English Grammar for the use of Teachers in Elementary Schools," by J. E. Singleton, F.R.G.S. (Jarrod & Son.)

"Descriptive Catalogue of Historical Novels and Tales for School Libraries and Teachers of History," by H. C. Bowen. (Stanford.)

STUDENTS of French literature will be under great obligations to Mr. George Saintsbury, the accomplished scholar and critic, and to the Syndicate of the Clarendon Press, Oxford, for a work just issued, entitled, "A Short History of French Literature." (London: Macmillan & Co.) The volume is an elaborate extension of the same author's admirable little "Primer," which we acknowledged some time ago in Macmillan's Literature Series. Mr. Saintsbury is one of the foremost critical writers of the day, is special conversant with every epoch of French literature, and has the rare art of presenting his subject in a lucid and masterful manner. His "Short History" cannot fail to become the popular text-book for the English student of the literature of France.

THE formal opening at Toronto, on the evening of the 24th inst., of Wycliffe College—the Protestant Episcopal Divinity School—was marked by many auspicious circumstances, if we except the unexplained absence of the Bishop of the Diocese. There was a large and interested gathering, and a manifest sympathy with the aims and objects of the institution, which must have been exceedingly gratifying to its friends and promoters. The Hon. S. H. Blake occupied the chair, and read an encouraging report of the financial position and prospects of the College. Addresses were delivered by the Principal, Dr. Sheraton, President Wilson, of University College, the Hon. Edward Blake, and the Principals of Knox College, Victoria University, and MacMaster Hall. Wycliffe College is in affiliation with Toronto University.

In our recent list of the candidates who passed the Women's Local Examinations, it should have been stated that Miss Geikie, of Toronto, took honors in *all* the departments (three in number) in which she was examined. Miss Geikie's name inadvertently appears in but three of the groups. In rectifying the error, we take the liberty of congratulating our fair, young, and we must add, learned friend.

IN the list of Toronto University matriculants, published in our issue for July-August, we are informed, that Bowmanville High School was wrongly credited with having prepared Mr. Leslie J. Cornwell. Beamsville High School, it appears, should have received the credit.

THE ROYAL CANADIAN READERS.

THE new series of Reading Books for use in the schools of the Dominion, which for the past two years has been in preparation by a number of competent teachers for the Canada Publishing Co., of Toronto, is now, we learn, about to be published. The series, which will be known as the "Royal Canadian Reading Books," consists of a Primer, 1st, 2nd, 3rd and 4th Books, and an Advanced Reader—the latter being a scholarly yet eminently practical compend of Canadian, American, and English Literature. As one looks at the handsome volumes composing the series, one is impressed first, by the enterprise and the taste displayed by the publishers in the artistic and mechanical preparation of the books; and secondly, on examination of their contents, by the talent and careful industry manifested in their literary construction and thorough adaptation to the wants of our Canadian schools. The production of the series is a distinct gain to the cause of education in Canada; and we congratulate the publishers on the success of their work, and their distancing of all competition, in supplying a series of Reading Books which, in every particular, commends itself for adoption in the schools of the country. In a subsequent number of THE MONTHLY we hope to have the pleasure of referring to the series at greater length, and of justifying our commendation of the books by a detailed criticism of their merits.

OUR EXCHANGE.

A. P. KNIGHT, M.A., Kingston, will exchange specimens of magnetite, graphite, hematite, galena, apatite (various colours), granite, and glacial-polished limestone, for other mineralogical or geological specimens, or for Indian relics.

D. BOYLE, Toronto.—Megalomus Canadensis, Trimerella acuminata, Murchisonia (various), and Guelph form. corals, for good specimen of Indian pottery—whole.

UNIVERSITY COLLEGE, TORONTO.

PRESIDENT WILSON'S ADDRESS AT THE ANNUAL CONVOCATION.

The annual convocation of University College took place on Friday afternoon, October 13, in the hall of the college, Dr. Daniel Wilson, the president in the chair. The proceedings opened with the distribution of prizes which had been won at the recent examinations, after which the President delivered his annual address as follows :—

On this our annual commemoration of our progress as a college, it is ever a pleasant duty to welcome our new entrants, the hope of the college and of Canada in future years, and to recognize the share which the various Collegiate Institutes and High Schools of the province claim in this evidence of progress. All the more willingly may we accord such recognition in the light of the fact that upwards of fifty of those Collegiate Institutes and High Schools have for their principals and headmasters men who received their training in these halls, while many more of our graduates are numbered among their teachers. Bearing in mind the fact that when University College began its work in 1853 it was almost assumed as indisputable that it was vain to hope for any fifty trained matriculant except from Upper Canada College, it is a gratifying proof of progress to be able to note that we have this year matriculating students entering from forty-six different colleges, Collegiate Institutes, and High Schools, the great majority of which are under the able conduct of masters trained in this institution.

This year, as a college, we enter under peculiar circumstances on the thirtieth year of progress, as reconstituted by the Act of 1853, which organized the older University into two distinct corporations, limiting the functions of the University, as such, to the direction and control of examinations, and the granting of scholarships, honors, and degrees, while University College was constituted a separate and distinct corporation, entrusted, as the Provincial College, with authority to determine branches of knowledge to be taught, and responsibility for all instruction in the arts and sciences. The endowments and property set apart for such purposes were anew vested in the Crown for the uses of the University and College, while provision was made for extending the benefits of the University to other colleges and educational institutions in Canada by admitting their students to compete for the honors, scholarships and degrees on precisely the same footing as our own students. The Senate, as then constituted under the

provisions of the Act, included, along with the president of University College, the principals of Queen's and Victoria Universities, the provost of Trinity College, and other representatives of the educational institutions specified in the Act, and the dream of one Canadian National University seemed, to sanguine educational reformers, to be on the eve of its accomplishment. The heads of the universities and colleges of Upper Canada had thus far been organized into a body, with full powers to appoint examiners, apportion subjects and text-books, determine all requisites for prizes, honors, and degrees, and so far as the requirements of the university were concerned, the students of every Canadian college were placed on an equality in the University hall. In one aspect, at least, the practical working of the university system thus organized compared favourably with what is now in force. The examiners were, with few exceptions, professors and experienced teachers. The professors of University College, selected by the Government of the province as those most fitted to be entrusted with the work of higher education, were appointed to examine, and anxious care was manifested to select at the same time, from the various other colleges, examiners to cooperate with them in the joint work. The professors of University College may now reflect with just pride on the fact that for years they fearlessly invited professors of Queen's, Victoria, Trinity, McGill, and Laval Universities, as well as those from other educational institutions, to examine and determine the ranking of their own students, while in no single instance were they accorded a like opportunity of testing the work in progress in other colleges. But it satisfied them that their students were subjected to a rigid and impartial examination on their actual teaching, and not on mere text-books or lists of titles, with the mischievous results which more and more tend to foster a system of cram—the acquisition of parrot-like answers to conventional questions, instead of a true mastery of the subjects taught. The highest educational authorities are nearly of one mind on this subject, that no system can lead to satisfactory results which divorces the examiner from the instructor, and so tempts the average student to exert himself with more zeal to an analysis of examination papers and the cramming of provisional answers than to the true work of the laboratory, the practical class, and the lecture-room.

Whilst, however, every honest endeavour was made to secure the hearty co-operation, on an impartial basis, of all the denominational colleges with this institution, the Provincial College was necessarily distinguished

in one important respect from others, in that it was endowed with the revenues set apart for the purposes of instruction in the departments of the arts and sciences. At that date the resources of the University and College consisted still to some considerable extent of unsold and consequently of unproductive land; popular idea magnified the expected product of this endowment to a fabulous amount, and ere long all other educational considerations seemed to give place to the one practical question of a division of the endowment. The abrogation of the denominational features of King's College, and with it of all religious tests and qualifications, either for professors or students, had indeed seemed to settle the question of a further endowment of denominational colleges. But with the growing faith in the boundless resources of the University endowment, and the conviction which the very progress of this college forced upon them, that without adequate revenue no educational institution could hope to accomplish adequate results, it would be hard to blame them for seeking a share of funds assumed to be ample for all. Unhappily, in the eagerness to secure a share of them, University College was for a time subjected to assaults that, in the minds of its more timid adherents, seemed to threaten its very existence.

I refer to those incidents in the earlier history of this College with no thought of reviving forgotten controversies; for indeed no incident was more gratifying to myself when entering on the office which I now hold, than the kindly and hearty congratulations which reached me from the Principals of Queen's and Victoria Universities. But some reference to the past is unavoidable now, because this question of a possible division of the University endowment, coupled with the extravagant estimate of its fancied amount, has, I believe, thus far prevented University College from sharing in the liberality of the patrons of higher education, notwithstanding the rank which it has now won for itself among the educational institutions of this continent. The whole income derived from the permanent endowment, on which both the University and the College depend, according to the Report laid before Parliament by the Minister of Education during the present year, amounts to \$64,000. According to the report of the bursar of Harvard College for the same year, its income, exclusive of the Divinity and Medical Schools, was \$285,332, and its total income available for all the purposes of the University and College was \$726,380.

When, moreover, it is borne in remembrance that before the College claims are

met out of the moderate sum already named, there has to be deducted the entire cost of the bursar's office, and all the University expenditure on officers, examiners, scholarships, prizes, and other charges in all the faculties—the whole of which are for benefits shared in by all affiliated Colleges—there should be little need to enforce the fact hitherto so entirely miscomprehended, alike by Canadian statesmen and the friends of higher education, that our endowment—noble as it is, and most creditable to our young country—falls utterly short of what will be needed if this College is to be adequately equipped to meet the just demands of this Province, and place the Canadian aspirant for learning and true scholarship on an equality with the young men of other favoured lands.

We appeal to the work already accomplished by University College in proof that its resources have thus far been turned to wise account, and its endowments faithfully employed to attain the object for which they were originally set apart. In numbers its students are now little short of four hundred. Its undergraduate classes of matriculated students have advanced from twenty-eight in 1854 to upwards of three hundred; and amongst those who have completed their undergraduate course and gone forth to bear their part in the progress of this young Province, we can already point to those who have not only distinguished themselves at the bar, but have risen to the highest judicial positions, while others occupy seats both in the Provincial Legislature and the Dominion Parliament. Of the others, nineteen have been entrusted with the responsible duties of principals, professors, and lecturers in the Colleges and Normal Schools of this and other provinces; and about ninety are now masters and teachers, fifty of them being Head Masters in the Collegiate Institutes and High Schools of the Province. We have already numbered among our graduates a Chief Justice of Ontario, a Chancellor and a Vice-Chancellor of its Courts, a Minister of Justice of the Dominion, an Auditor-General, and others who occupy like influential positions of trust; while many more have gone forth into the active business of life to prove the value of higher education as the best of all preparations for its practical duties. I hold in my hand a letter from the late manager of the freight department of the Grand Trunk railway, gratefully testifying to the valuable services and rare efficiency of graduates of this University, recommended by myself from among the honor men of the College. I have also a letter from one of our oldest and most experienced bank managers, asking me to select like men from

among our well-trained students, to meet the wants in that important department of finance of men capable of filling the higher posts of grave responsibility and trust. Looking, therefore, to what has already been accomplished in the brief years of our existence as a College, such results may be confidently appealed to in evidence of its value as a provincial institution.

But while our students have been multiplying from dozens to hundreds, the staff of teachers remains unchanged. Such a state of things will, therefore, justify a comparison between the teaching staff provided for carrying on the work of this College and that of other well-appointed Colleges in Great Britain or on this continent. In nearly all of them it will be found that provision is made for a much greater division of subjects. Instead of one professor of classical literature, as in University College, it is usual to make separate professorships of the Greek and Latin languages and literature. Separate chairs of mathematics and natural philosophy take the place of what is here a single professorship. The same is the case with zoology and botany; and not only is history a chair distinct from that of rhetoric and English literature, with which it is here conjoined, but ancient history is constituted a separate chair from modern history; while in many cases the latter is conjoined with political economy, or is made to embrace the important subjects of constitutional history and jurisprudence.

The necessity of some greater division in the teaching of the varied subjects embraced in the College curriculum is being more and more forced on the attention of the Council, alike by the increase in the number of students, and by the augmentation in the number and the subdivision of subjects required in the Revised Statutes of the University for proceeding to a Degree in Arts.

Foremost among our most pressing wants at the present time is the separation of the department of physics from pure mathematics, by the establishment of a chair of natural philosophy. It is also the urgent desire of the Chancellor, that his own generous liberality in the endowment of the Blake Scholarship, to promote the study of the science of civil polity and constitutional history, as well as instruction in the principles of constitutional law and jurisprudence, shall be followed up by some adequate teaching provided in those various branches. In this both the University Senate, and the College Council heartily concur. It is accordingly contemplated, so soon as funds are available, to organize a new chair, to embrace along with the present professorship of history such other allied subjects as

can be most fitly conjoined with that important department of instruction. But other wants are scarcely less pressing; and for all this we must either look to Parliament or to the liberality of private benefactors, and to the latter rather than the former the College desires to appeal; not without confident hope that, when it is fully known that the funds of the College are no longer adequate for its extension, the acknowledged success which has thus far marked its progress will be recognized as a claim on public liberality. Generous benefactors have already contributed to the resources of other Canadian Colleges; and the Council confidently hope that the claims of the Provincial College only requires to be fully made known to meet with a like fostering care. The establishment of new chairs to be, as in other Colleges, associated in all time coming with the names of their generous founders, will constitute the most effective aid and stimulus to the future progress of University College, as they will prove peculiarly honorable memorials of those who may be led to such a wise exercise of enlightened liberality. We would not willingly appeal for parliamentary grants, and so expose the higher interests of learning to the danger inseparable from the conflict of parties and the exigencies of contested elections. The people at large have so direct and personal an interest in our public school system that it is exposed to little danger. But it is otherwise with the highest department of culture necessarily available only to a select class of gifted, studious, and aspiring candidates for mastery in those abstruse studies to which we ultimately owe all the great practical discoveries of science, and all the beneficial applications of true learning, but which make no immediate or direct appeal to the wants and requirements of the general community.

There does, indeed, remain one other source to which we may look for funds. This year the college fees have been doubled; happily, so far as yet appears, without any diminution of our numbers. The increased revenue anticipated from this source is already set apart for tutorial fellowships and other additions to the teaching staff. But here, too, I imagine, we have reached our limits. Doubtless, there are many in our peculiarly favoured and prosperous land to whom a greater increase of fees would present no impediment; but it is indispensable that in all our arrangements we shall ever sacredly guard the special characteristics pertaining to this as a provincial institution providing by means of public endowments a people's college, not designed for any favoured class, but holding out all the noblest advantages which highest culture

can offer equally to the gifted son of the peasant or mechanic as to those most privileged by wealth or station.

When, therefore, we see the generous liberality with which the merchants and other wealthy citizens of Montreal have supplemented the scanty endowment of McGill College, with medals, scholarships, and additions to the Endowment Fund of some \$30,000; a Molson Convocation Hall; a Redpath Museum, alone involving a gift of \$100,000; beside the establishment and endowment of a Molson chair of English literature, a Redpath chair of natural philosophy, a Logan chair of geology, a Fotheringham chair of mental and moral science, and a Scott chair of civil engineering—when, I say, we see all this fitting liberality to a kindred institution, placed on the same undenominational basis as our own, we are justified in asking if it is unreasonable, or vain, that we should look to the wealthy merchants, to the successful members of the bar, and to others of our own citizens of whose sympathy we have been already assured, for some practical evidence of their interest in the advancement of this college, and with it the advancement of higher learning in our midst.

I should be ungrateful if I failed here to notice the generous gift which this college has for years enjoyed from the munificence of the well-known citizen, the founder of the John Macdonald scholarship. It is all the more gratifying as it is the gift of one whose liberality has been so generously applied to the wants of another college and university which presents special claims on him from a denominational point of view. Nor should I omit to notice that, in the form of university scholarship, our students have fresh honors of substantial value placed within their reach by the generous gifts of our present Vice-Chancellor, himself an honor graduate in former years; and by Mrs. Mulock, who has liberally funded the capital requisite to provide an annual scholarship in classics of the value of \$120. We view with no narrow jealousy the good fortune of denominational colleges the sharers in such liberality as that of the founder of our own first college scholarship, but rather rejoice in whatever contributes to the greater efficiency of what we gladly recognize as sister institutions of learning, helping on the same good cause. There is room enough for them and for us, and more to be done than all can yet accomplish in achieving for our young country all that is needful in highest culture and intellectual development. But we do claim for this college that, undenominational though it is, it yields to none in its estimate of the needful accompaniment of moral with intellectual training; nor, in its practice, in a

careful fostering of moral culture and purity among those committed to its training in the most critical years of their young lives. We claim, though undenominational, to be the provincial institution of a Christian community: and as we see one after another of the theological schools and denominational colleges growing up around us, and welcoming the advantages which the college has to offer, we accept this as the best, because the most practical, evidence that the training here supplied meets with the approval of those best qualified to judge of its moral, as well as of its intellectual, character. And while such is the case, the authorities of the university and college may congratulate themselves that in a country where all religious disabilities have been removed, in the comprehensive impartiality of its examinations, and the unsectarian character of its teaching, it has gone far in the solution of educational problems which have thus far baffled some of the ablest and most liberal among the statesmen as well as the educationalists in Europe.

With such progress as these thirty years of our still youthful college have witnessed, not alone in our own advancement, but in the wondrous growth of our Province, and of the Dominion of which it forms so important a member, we may well look with hope and pride into the future; and we whose career begins to draw towards its close may even be pardoned if we look with no unkindly envy on you who, in all the joyous sanguineness of youth, enter with the dawn to share in the high noon-tide of so bright a coming day. With truer prescience than Wordsworth in his too eager anticipation of the fruits of revolutionary progress may you exclaim, even now, of this era of your country, so rich in the promise of all that is brightest and best:

“Bliss is it in such dawn to be alive:
But to be young is very heaven!”

You have a right to anticipate a noble future, and we have the right to demand of you that you shall prove yourselves worthy of the stock from which you are sprung, and of the empire of which it is our pride that we still form a part, for we can fitly apply to ourselves the boast of England's poets:—

“In our halls is hung
Armoury of the invincible knights of old;
We must be free, or die, who speak the tongue
That Shakespeare spake; the faith and morals
hold
That Milton held; in everything we are sprung
Of earth's first blood, have titles manifold.”

But whatever may have been your secret aspirations for the future, the special student-work of to-day is, I am well aware, the coming strife in the athletic arena; and to that I now dismiss you with only this further word, that there, as in all other efforts, whatever is worth doing at all, is worth doing well.—
Toronto Mail.