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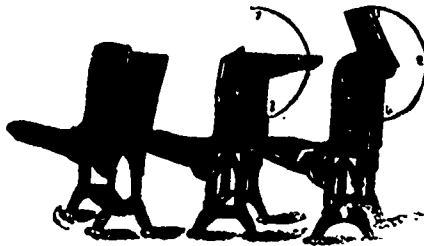
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PUBLISHERS' NOTE.—The Americanisms in pronunciation throughout the edition of ORTHOEPIST used last year were objected to by Canadian educationists, and have all been eliminated in the present edition, and every word in the book made to conform to the latest STANDARD ENGLISH AUTHORITIES, viz.: THE IMPERIAL DICTIONARY and STORMONTH. A chapter has been added on Elocution that gives the essentials for Teachers' Examinations, and saves the price of an extra book on this subject, and a chapter added to VERBALIST saves the price of an extra work on English Literature.

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TORONTO, MAY 21, 1885.

THERE are doubtless many in the ranks of the teaching profession who have a decided bent for the abstract sciences, and who, with time at their disposal for self-culture and extended reading, find it somewhat difficult to determine on what subject to devote their energies in order that such study may not simply be an indulgence of their love for the abstract, but shall at the same time be of practical value to them in the school-room. To such we may perhaps be allowed to suggest a course of study, and, if so, we would strongly recommend the philosophy of history.

One of the advantages of such a subject is its elasticity: it may be looked at purely metaphysically, or it may be considered from a far less deep and abstract aspect; it may be taken up in its widest extent, or it may be very materially narrowed without, at the same time, destroying its unity; we may include in it all history, as we see Hegel doing in his "Philosophy of History," or we may confine our view to one side alone, as Buckle has done in his "History of Civilization;" we may regard it inductively or deductively; we may take up a single phase, as for example, that of morals (as Lecky has done), or general literature (as Hallam has done), or inventions (as Beckman has done), or the drama (as Donaldson has done for Greece, and, we may say, Collier for England), or constitutional government (as Hallam, and Creasy, and Taswell-Langmead have done), we may thus, we say, take up a single phase of history, or we may widen our field at the expense of its depth, and in either case add largely to the practical value of our knowledge.

The philosophy of history is a subject to which the greatest minds have given deep thought. It has been a favorite topic for almost all great writers. It is impossible to take up any well-known essayist without finding an article on the subject of history, treated from at all events a semi-philosophical point of view. This very fact is enough to show us the value, and also, perhaps, the profundity of the subject. It is a mine containing more than one species of ore, and a mine in which too many different shafts cannot be sunk, and in which each mine will benefit the other. The greatest philosophers—those who have given their lives to the study of metaphysics, ethics, æsthetics, ontology, cosmology—have also thought deeply on history from its philosophical aspect.

This not only should be a stimulus to us to make ourselves more thoroughly ac-

quainted with so great and valuable an object of thought, but should also be an encouragement to zealously pursue it; for, with such invaluable auxiliaries, our own course of study will be immeasurably aided and illuminated. And it is by no means a worn out topic. The field is so large that it is traversed by by-paths only. There is no dry high road. Any can take for himself a new route; and there is much fruit yet to be culled.

Few subjects, too, allow of so diversified a study. Each can satisfy his own peculiar tastes in the matter of handling it, and each can find much, very much, to suit those tastes.

Its practical value may now be noticed. Though essentially an abstract science, it is at the same time not only theoretical. Its conclusions are valuable in so far as they explain facts, and these conclusions themselves are always, or should always, be drawn from facts. In this way: by discovering principles, and arriving at conclusions, we shall be able better to understand and explain the course of events or history in its more limited sense. And if we do this, how great a help will it be in our teaching of history. History will not then be to us a mere narrative, a recountal of occurrences, a chronological list of events, a simple almanack, if we may so say, and as unfortunately so many people regard it or were in the habit of regarding it, but will be a true philosophy of life, written in individual lives and in the action and interaction of individual lives upon one another. Its simplest details will be instinct with interest, for its simplest details are instinct with influences. It will be, not a disjointed medley of unmeaning events, but a coherent whole of rational causes and effects.

And how incalculably will such an interpretation of history aid us in teaching our pupils. If we ourselves have grasped, not only the facts of the period of history upon which we are engaged, but also the philosophy of those facts, with how much greater ability shall we be able to color them with new and attractive colors, making them easy to comprehend and remember.

And this is not an impossible achievement. Dr. Wilson, the President of University College, in his address at the opening of annual exhibition of the Royal Canadian Academy in Toronto last week, gave an excellent example of the value of what we have called the "philosophy of history" in its explanation of the facts of history. He touched upon the rise of art in the great centres of the world—Athens, Constantinople, Florence, Antwerp, Venice, etc. It was, in-

deed, an epitome of the history of art. But the speaker was wisely not contented with merely tracing the course of the advance and development of art, he took for his thesis the assertion that this advance and development of art were synchronous with national and political freedom, a thesis obtained inductively and proved deductively, derived from facts, and explaining facts. And this thesis he reverted to at each step as he proceeded: showing how art flourished in Greece after the Persian war, in Antwerp after the struggle for freedom, and so on. This we mention merely as an example to show how we may be able to make use of philosophical generalizations, not only to help us in our own reading of history, but also in our teaching of history.

A peculiarly interesting feature, also, of the philosophy of history which may be here touched upon, is the variety of opinions which have been expressed as to the different principles upon which it may be based. From this very diversity there springs a multifariousness of aspects under which it may be considered that is sufficient of itself to inspire the subject with interest. We may have regard to this difference of opinion and make it alone our object of study, or we may embrace one particular doctrine and follow out its principles in the course of our reading. In fact, from whatever point of view we regard the philosophy of history it cannot but be, it seems to us, a most valuable study—both theoretically and practically. The teacher will himself gain signal benefit, and his pupils also will be thus indirectly also benefited. Neither is it a subject sufficiently difficult to cause any to hesitate before undertaking it. It is, as we have said, elastic. Especially is this the case as regards the difficulty or ease with which it may be made an object of study, and the possibility of directing our view to one aspect at a time, makes it still more desirable.

One undoubted indirect benefit also that will accrue from such a study and which must not be altogether lost sight of is the greater ability with which we shall be able to comprehend and grasp other subjects. The facts of history are so wide and numerous, that the mental powers will be increased in the attempt to elucidate and explain them. It will, in short, be an intellectual exercise of great and signal value; useful alike to the student and, consequently, to those to whom he endeavors to impart these facts. Few subjects, we consider, are of such importance from so many points of view; we hope that we have succeeded in laying before our readers valid reasons for so considering it.

## Contemporary Thought.

It is the best possible indication of substantial progress in our public school management to see the public school libraries multiply in number and increase in usefulness. The city of New Albany has just added \$1,000 worth of books to her public school library, and other cities and towns are moving in this direction. There is no better way to educate children than to teach them *how* to read and *what* to read and then provide the books at public expense which they may read under the intelligent direction of competent teachers—*Indianapolis Educational Weekly*.

"MASCULINE influence alone, feminine influence alone," says President Warren, of the Boston University, "can never produce the broadest, completest humanistic culture. Only in the fully human society of men and women can a normal development of character go forward. Where mental and moral improvement is the earnest common purpose, the refining and ennobling influence of each sex upon the other in association can hardly be over-estimated. It is an elevating and molding force whose potency and value have but just begun to be recognized in the higher education."

THE progressive teacher reads. There is brought to his door, and thus placed within his reach the latest of the world's news, from an educational, a political, a business standpoint. He fills himself by reading, and by thought digests the matter read. In this way he equips himself for the efficient discharge of his duties. He goes forth into his field of labor and usefulness with the consciousness of reserve power. His pupils are treated not only to the matter over which they have been tiring themselves for hours, it may be, but they are regaled with the abundant fund of incident, information, and suggestion drawn freely from the teacher's own treasury.—*W. R. in the Ohio Educational Monthly*.

THE progress of the Negro race in the United States in the last twenty years is one of the marvels of the age. Ethiopia is literally stretching out her hands to God. No other people ever experienced such great and sudden uplifting. In two decades they have risen from a state of abject slavery to the enjoyment of all the rights and privileges of full citizenship in the freest, grandest, and most enlightened nation of the earth. And this change of outward condition is not more remarkable than their educational progress. Never before were such prodigious efforts put forth for the education of a people, and never before did an ignorant and degraded people manifest such eagerness to learn. There are to-day nearly a million Negro youths in the public schools of this country; and hundreds are attending higher institutions of learning, striving to fit themselves for the higher walks of life.—*From the Ohio Educational Monthly*.

INTELLECTUAL and even spiritual legacies may dwarf the society on which they fall. However admirable in themselves, they can be of real benefit only as they stimulate to new conquest and the evolution of new character. In so far as they cause the recipients to rest in that which they have received they are a curse. And herein we may

see the blessing that lies in the perishable nature of all human accumulations, and the benevolence of that destruction that at times sweeps whole civilizations into oblivion. For out of such destruction the human soul that had grown old and decrepit may germinate afresh and begin to grow. Ignorance is not the worst of evils. Self-satisfaction is a far greater one. Ignorance is a deficiency of the soul, and when it becomes conscious may be the spring of progress. Self-satisfaction, on the contrary, is a disease that yields to nothing but the most heroic treatment.—*Rev. F. H. Johnson on "Co-operative Creation" in "The Andover Review"*.

In fact, it is now clear that a new interest in economics and finance has already arisen. The civil war was, to speak, the creation of economic study in the United States. The war did for this country—in a different way, of course—even more than the corn-law agitation did for England. It actually gave birth to new motives for study. There never was a time in our history when there was so evident a desire to get light on the economic problems of the day as now. There is a new stir among the ranks of the young men at college; and the printing-press sends forth an increasing stream of new books upon subjects which are constantly discussed in the daily newspapers. There is unquestionably a new-born, slowly growing attention by the young men of our land to the necessity (as well as the duty) of fitting themselves properly for the responsibilities of citizenship. If the war has given us this—the absence of which used to be so often lamented a few years ago—then may some of our sacrifices not have been in vain. The wind-shaking has resulted in abundant fruit.—*Atlantic Monthly*.

EVERY translation of the Bible for popular use constitutes a religious epoch. The great advances of the Church have synchronized with new translations. This revision will have a silent but mighty influence. When scholarly knowledge becomes common property, there are not only more intelligent, but also more spiritual views of revealed truth. The letter killeth, but the spirit giveth life. A translation which has been in use two hundred years comes to be held in superstitious as well as in affectionate regard, so that the bondage of the letter waxes strong. But truth in new expression is almost new truth. In fresh and modern garments the Word of God gains new freedom and power. Whatever contributes to clearer understanding of God's revelation is certain to promote its spiritual power over the faith and life of men, and to quicken recognition of its divine origin.—*"The Andover Review" on "The Revision of the Old Testament, and the Religious Public."*

CHILDHOOD is the season for laying up, accumulating facts, getting experience—in short, for learning. Maturity, and old age, the time of classifying, adapting, abstracting, thinking. The wise, successful teacher of youth should know this, and should know how to handle each "subject of instruction," each occupation in such a way that the accumulating age shall receive its full share of benefit. The first, the last, the intermediate, condition for the attainment of this result is that the child shall be in love with its work. As a general rule, all persons, young and old, like to do that which they can do best, within a normal

expenditure of force, and the accomplishment of which promises a satisfactory, compensatory reward for the energy and time given to it. Hence the tasks set for children should be within comparatively easy range of their understanding and thorough accomplishment. They should be able to go to their work with the happy, cheerful assurance that they can do it, and do it well. It is true, and "pity 'tis, 'tis true," that many children who enter the public schools are so unharmoniously born, so untrained, so unregulated, as it were, that it is a difficult matter to decide just what is the best thing to be done. The teacher should imitate the physician, who, unable to make a correct diagnosis at once, places himself on a sure foundation, prescribes fresh air, plenty of pure water taken inwardly and applied outwardly, together with a wholesome, nutritious diet, and awaits later developments. In like manner the teacher who must be a physician and nurse, may feel sure that a big dose of *real*, genuine love and enthusiastic interest in her patients, will guide her to an understanding of the child's needs.—*Mrs. Hailmann*.

WITH the so-called Pre-Raphaelites of the first school—those whom Mr. Ruskin has so eloquently and so vehemently defended—Mr. Burne Jones has little or nothing in common. How strangely inapplicable to his intensely subjective, artificial style appears the following main precept enunciated in the "Pre-Raphaelism":—"They should go to nature in all singleness of heart, and walk with her laboriously and trustingly, having no other thought but how best to penetrate her meaning; rejecting nothing, selecting nothing, and scorning nothing." Or again, such a passionate defence as the following of the principles and practice of the "Brotherhood":—"The first current fallacy of society . . . was that the Pre-Raphaelites imitated the errors of the early painters. . . . There is not a shadow of resemblance between the two styles. . . . The Pre-Raphaelites imitate no pictures; they paint from nature only. . . . If they adhere to their principles and paint nature as it is around them, with the help of modern science, with the earnestness of the painters of the thirteenth and fourteenth centuries, they will, as I said, found a new and noble school in England." It must, however, be owned that such principles as those so laid down by Mr. Ruskin would constitute a justification, not only of the school he sought to uphold, but, indeed, of all schools which earnestly and without bravado seek to reproduce nature as it is. Indeed, the main principles, "rejecting nothing, selecting nothing, and scorning nothing," might serve as a motto of the ultra-naturalistic schools which the preaching and example of modern France has recently given to the world. Is it not, indeed, in another shape, *le document humain*, the device inscribed on the banner of those who, in art, follow the theories and practice in literature of Zola and his school? A faithful observance of this too sweeping first principle—to which, indeed, Mr. Ruskin has fortunately adhered in theory only—would rob art of its truest and noblest prerogative—that of selection; it would confound the essential and eternal truths of nature with merely accidental and temporary realities, it would blur and blot her aspect, and render it less clear than ever to our eyes.—*Claude Phillips in the Magazine of Art for June*.

## Notes and Comments.

OUR readers will, we think, read with interest Miss de Belle's well-written account of "How Arbor Day was Spent at Colpoys Bay."

MR. HUSTON—whose papers on "English Literature for Entrance to High Schools," we continue in this issue—promises us some remarks on the lives of Whittier and Bryant for next week in connection with the subject.

MONDAY, the 25th of May, is to be a general holiday for the purpose of celebrating the sixty-sixth anniversary of the birth-day of Her Majesty, Queen Victoria. By a proclamation in the *London Gazette*, June the 6th has been set apart, in the British Isles, for the same purpose.

THE 'Varsity management has, for the present year, ceased their weekly issue. It is proposed, however, to publish one more number in the month of June. We have not heard much lately of the book which it was proposed to bring out containing extracts from its pages, but we believe that everything is ready, and that their laudable undertaking will be successfully accomplished.

THE article by Robert Louis Stevenson in *The Contemporary Review* which we referred to last week, we partially reproduce in this issue. It cannot fail to open the eyes of many readers to notice and appreciate many constituents of style which perhaps they have hitherto been unable accurately to explain or account for—even though their views may not entirely coincide with those expressed by the ingenious writer.

EVERY city, we presume, is supposed to have its "season." That of Toronto is assuredly the winter. But just as this is coming to an end, we find an unusual number of attractions for the purpose of bringing people together—and is not this, after all, the philosophy of a "season"?—attractions such as the exhibition of paintings by the Royal Canadian Academy, University convocations, College athletic sports, football matches, cricket matches, dog shows, and so on. The theatres, too, have of late been able to present plays above the average, amongst others those by the Grau's French Opera Troupe, and Mr. Barrett's *Richelieu*, *Julius Cæsar*, and *Francesca da Rimini*.

DR. WILSON, in his address at the opening of the annual exhibition of the Royal Canadian Academy, laid stress upon the intimate connection that has always existed between political freedom and a high development of art. It was, of course, impossible in so short an address as that delivered on Thursday evening, to give anything but a

meagre outline of the subject he so admirably handled. But in enforcing the principle of political freedom as a stimulus to art, he ought assuredly not to have altogether omitted the perhaps equally important influence, viz., that art does not and cannot flourish except in periods of general activity. The periods to which Dr. Wilson adverted as supporting his principle, are themselves excellent examples of the truth of this second principle.

TEACHERS might perhaps make use with advantage of the festivities indulged in on the anniversary of Her Majesty's birth-day to ask their pupils questions on such words—so difficult accurately to define—as "loyalty," "patriotism," "fealty," "homage," "allegiance," and such like. Lessons in definitions are wonderfully useful from the fact that they teach boys and girls to think for themselves. After displays of fireworks, and general holiday-making it would be highly pertinent to ask what emotions gave rise to such expressions, and why this was a fitting way of exhibiting them. Use every occasion, we would say, to draw out original thought; it will be of invaluable service. If we can teach our pupils to think on one subject we can teach them to think on another. It is a habit which may be greatly cultivated, and it is a habit upon the possession of which a large part of success in life depends.

WE ought ere this to have acknowledged the receipt from the editor of *Science* (The Science Company, Publishers, Cambridge, Mass., monthly 15cts.) of a number of his excellent periodical for April. To those unacquainted with this periodical a list of the more important topics touched upon in this number may be of interest:—"Peripatetic Science Teaching," "An Estimate of General Gordon's Scientific Characteristics," "The Route from Suakin to Berber," "The Island of Cozumel," "Errors in Digestion Experiments," "An Anthropometric Laboratory," "The Status of Aeronautics in 1884," "Finding a Bore-hole," "Fishing-interests in Hudson Bay," "The Drainage System of Brazil," "Irving on the Copper-bearing Rocks of Lake Superior," "World-stuff," "Hovey's Mind-reading," "Text-books in Chemistry and Mineralogy." This number also contains a fac-simile of a map drawn by General Gordon.

THE Canadian Institute has issued a long circular advocating the formation of a collection of archæological specimens. It calls attention to the fact that valuable objects are yearly carried away by American and other tourists to be deposited in foreign and private cabinets, and thus made inaccessible to the inhabitants of the country from which they were obtained. To obviate this, as

also to provide a permanent accessible collection in Toronto, the Institute volunteers to form a collection, to accept, label, acknowledge, and pay for the conveyance of, all interesting archæological specimens that may be sent to it. It looks also with confidence for very material aid from teachers of rural schools, public school inspectors and men of education generally. County school inspectors," continues the circular, "county school inspectors will confer a great favor by encouraging teachers (into whose hands this circular may not fall) to make inquiries regarding points of interest already indicated, and to collect all the specimens available; and any inspector who will communicate with the teachers of his division, and forward in bulk all the objects collected by them, will place the Institute under a deep debt of gratitude to him. Donations of fifty specimens and upwards from one person will be labelled in our cases as the '.....collection,' using the name of the school when it is so desired. Each specimen will be labelled with the name and residence of the donor and collector (or finder) and of the locality in which the specimen was found. Every object forwarded to the Institute should either be labelled in full, or be numbered to correspond with an accompanying descriptive list. The required information should include name and address of donor—name and residence of collector (finder) and name of place where found—giving, when possible, lot, concession, and township. Full lists of contributions with names of contributors will be published from time to time in the daily journals. Acknowledgments giving the names and number of specimens received, will be forwarded to every donor, and when several contributions are made in the same parcel, separate receipts will be sent to all donors whose names and addresses have been furnished by the forwarder. Every ornament, tool, weapon, or utensil of bone, clay, shell, stone, copper, iron, or other material, will be received with thanks, and all transmission charges will be cheerfully paid by the Institute. Parcels by post or express should be addressed 'Curator, Canadian Institute, 43 Richmond Street, Toronto.' The Minister of Education has expressed his sympathy with the movement in the following letter:—

TORONTO, 27th March, 1885.

David Boyle, Esq., Toronto.

MY DEAR SIR,—I am very glad, indeed, to learn that an effort is being made in connection with the Canadian Institute to form an Archæological Museum in Toronto. I hope whatever assistance inspectors and teachers throughout the Province can render you in the matter, will be gladly given. There are, no doubt, many points of interest in the early history of this country that cannot be fully developed except by the scheme you propose.

Yours truly,

G. W. ROSS.



## Literature and Science.

### TWO ROSES.

THOMAS O'HAGAN.

I PLUCKED a rose at eventide  
When tears from heaven were falling  
And shadows clad the distant hills  
That to my heart seemed calling—  
I pluck'd a rose and in its heart  
I found a dream of childhood,  
'Twas fragrant with the dews of youth  
Still lingering in the wild wood.

Ah, well I knew the dream I found,  
'Twas set in manhood's morning,—  
A picture of the noonday bright  
With starry hopes adorning;  
The throbbing heart of early youth  
That knew each route and ramble  
Was painted in its glowing cheeks  
'Mid bower and brake and bramble.

I pluck'd a rose—alas, too soon!  
Its heart was full of sighing,  
While health and hope filled every bud  
My rose was surely dying:  
The lilac griev'd, the fuchsia wept,  
Each orphan mourn'd in sorrow,  
For dark the night that reign'd above  
And dark the coming morrow.

I plucked a rose at early morn  
When gentle winds were straying,  
And balmy air of leafy June  
Through nature's heart was playing:  
Within its folds was wrapt a dream  
Of manhood's gain and glory,  
And strength of years and star-crown'd days  
Embalmed in verse and story.

I pluck'd a rose—alas so soon!  
It's joy-crown'd days were number'd,  
It's dream was o'er, it's noontide gone,  
In death's cold arms it slumber'd;  
The stars above looked down in grief,  
Earth's blossoms droop'd in sorrow,  
The rose of early morn was dead,—  
It's hopes reached not to morrow.

(1) rose of morn, O rose of eve,  
O fragrant dream of wildwood,  
Within your folds I've slumber'd oft  
In stainless days of childhood—  
Within your folds I've watched the dawn  
Grow strong in noontide splendor,  
Then sink behind the hills of blue  
In curtains deep and tender!

—From the Mail.

### STYLE IN LITERATURE.

ROBERT LOUIS STEVENSON.

CHOICE OF WORDS.—The art of literature stands apart from among its sisters, because the material in which the literary artist works is the dialect of life; hence, on the one hand, a strange freshness and immediacy of address to the public mind which is ready prepared to understand it; but hence, on the other, a singular limitation. The sister arts

enjoy the use of a plastic and ductile material, like the modeller's clay; literature alone is condemned to work in mosaic with finite and quite rigid words. You have seen these blocks, dear to the nursery: this one a pillar, that a pediment, a third a window or a vase. It is with blocks of just such arbitrary size and figure that the literary architect is condemned to design the palace of his art. Nor is this all; for since these blocks, or words, are the acknowledged currency of our daily affairs, there are here possible none of those suppressions by which other arts obtain relief, continuity and vigor: no hieroglyphic touch, no smoothed impasto, no inscrutable shadow, as in painting; no blank wall, as in architecture; but every word, phrase, sentence, and paragraph must move in a logical progression, and convey a definite conventional import.

Now the first merit which attracts in the pages of a good writer, or the talk of a brilliant conversationalist, is the apt choice and contrast of the words employed. It is, indeed, a strange art to take these blocks, rudely conceived for the purpose of the market or the bar, and by tact of application touch them to the finest meanings and distinctions, restore to them their primal energy, wittily shift them to another issue, or make of them a drum to rouse the passions. But though this form of merit is without doubt the most sensible and seizing, it is far from being equally present in all writers. The effect of words in Shakespeare, their singular justice, significance, and poetic charm, is different, indeed, from the effects of words in Addison or Fielding. Or, to take an example nearer home, the words in Carlyle seem electrified into an energy of lineament, like the faces of men furiously moved; whilst the words in Macaulay, apt enough to convey his meaning, harmonious enough in sound, yet glide from the memory like undistinguished elements in a general effect. But the first class of writers have no monopoly of literary merit. There is a sense in which Addison is superior to Carlyle; a sense in which Cicero is better than Tacitus, in which Voltaire excels Montaigne; it certainly lies not in the choice of words; it lies not in the interest or value of the matter; it lies not in force of intellect, of poetry, or of humor. The three firsts are but infants to the three seconds; and yet each, in a particular point of literary art, excels his superior in the whole. What is that point?

THE WEB.—Literature, although it stands apart by reason of the great destiny and general use of its medium in the affairs of men, is yet an art like other arts. Of these we may distinguish two great classes: these arts, like sculpture, painting, acting, which are representative, or, as used to be said very clumsily, imitative; and those, like architecture, music, and the dance, which are self-

sufficient, and merely presentative.\* Each class, in right of this distinction, obeys principles apart; yet both may claim a common ground of existence, and it may be said with sufficient justice that the motive and end of of any art whatever is to make a pattern; a pattern, it may be, of colors, of sounds, of changing attitudes, geometrical figures, or imitative lines; but still a pattern. That is the plane on which these sisters meet; it is by this that they are arts; and if it be well they should at times forget their childish origin, addressing their intelligence to virile tasks, and performing unconsciously that necessary function of their life, to make a pattern, it is still imperative that the pattern shall be made.

Music and literature, the two temporal arts, contrive their pattern of sounds in time; or in other words, of sounds and pauses. Communication may be made in broken words, the business of life be carried on with substantives alone; but that is not what we call literature; and the true business of the literary artist is to plait or weave his meaning, involving it around itself; so that each sentence, by successive phrases, shall first come into a kind of knot, and then, after a moment of suspended meaning, solve and clear itself. In every properly constructed sentence there should be observed this knot or hitch; so that (however delicately) we are led to foresee, to expect, and then to welcome the successive phrases. The pleasure may be heightened by an element of surprise, as, very grossly, in the common figure of the antithesis, or, with much greater subtlety, where an antithesis is first suggested and then deftly evaded. Each phrase, besides, is to be comely in itself; and between the implication and the evolution of the sentence there should be a satisfying equipoise of sound; for nothing more often disappoints the ear than a sentence solemnly and sonorously prepared, and hastily and weakly finished. Nor should the balance be too striking and exact, for the one rule is to be infinitely various; to interest, to disappoint, to surprise, and yet still to gratify; to be ever changing, as it were, the stitch, and yet still to give the effect of an ingenious neatness.

The conjuror juggles with two oranges, and our pleasure in beholding him springs from this, that neither is for an instant overlooked or sacrificed. So with the writer. His pattern, which is to please the supersensual ear, is yet addressed, throughout and first of all, to the demands of logic. Whatever be the obscurities, whatever the intricacies of the argument, the neatness of the fabric must

\* The division of the arts may best be shown in a tabular form, thus:—

	In time.	In space.	In time and space.
Presentative . . .	Music	Painting, Sculpture, etc.	Dance
Representative .	Literature	Architecture	Acting

not suffer, or the artist has been proved unequal to his design. And, on the other hand, no form of words must be selected, no knot must be tied among the phrases, unless knot and word be precisely what is wanted to forward and illuminate the argument; for to fail in this is to swindle in the game. The genius of prose rejects the *cheville* no less emphatically than the laws of verse; and the *cheville*, I should perhaps explain to some of my readers, is any meaningless or very watered phrase employed to strike a balance in the sound. Pattern and argument live in each other; and it is by the brevity, clearness, charm, or emphasis of the second, that we judge the strength and fitness of the first.

Style is synthetic; and the artist, seeking, so to speak, a peg to plait about, takes up at once two or more elements or two or more views of the subject in hand; combines, implicates, and contrasts them, and while, in one sense, he was merely seeking an occasion for the necessary knot, he will be found, in the other, to have greatly enriched the meaning, or to have transacted the work of two sentences in the space of one. In the change from the successive shallow statements of the old chronicler to the dense and luminous flow of highly synthetic narrative, there is implied a vast amount of both philosophy and wit. The philosophy we clearly see, recognizing in the synthetic writer a far more deep and stimulating view of life, and a far keener sense of the generation and affinity of events. The wit we might imagine to be lost; but it is not so, for it is just that wit, these perpetual nice contrivances, these difficulties overcome, this double purpose attained, these two oranges kept simultaneously dancing in the air, that consciously or not, afford the reader his delight. Nay, and this wit, so little recognized, is the necessary organ of that philosophy which we so much admire. That style is therefore the most perfect, not, as fools say, which is the most natural, for the most natural is the disjointed babble of the chronicler; but which attains the highest degree of elegant and pregnant implication unobtrusively; or if obtrusively, then with the greatest gain to sense and vigor. Even the derangement of the phrases from their (so-called) natural order is luminous for the mind; and it is by the means of such designed reversal that the elements of a judgment may be most pertinently marshalled or the stages of a complicated action most perspicuously bound into one.

The web, then, or the pattern: a web at once sensuous and logical, an elegant and pregnant texture: that is style, that is the foundation of the art of literature. Books indeed continue to be read, for the interest of the fact or fable, in which this quality is poorly represented, but still it will be there. And, on the other hand, how many do we

continue to peruse and re-peruse with pleasure whose only merit is the elegance of texture? I am tempted to mention Cicero; and since Mr. Anthony Trollope is dead, I will. It is a poor diet for the mind, a very colorless and toothless "criticism of life;" but we enjoy the pleasure of a most intricate and dexterous pattern, every stitch a model at once of elegance and of good sense; and the two oranges, even if one of them be rotten, kept dancing with inimitable grace.

Up to this moment I have had my eye mainly upon prose; for though in verse also the implication of the logical texture is a crowning beauty, yet in verse it may be dispensed with. You would think that here "as a death-blow to all I have been saying; and far from that, it is but a new illustration of the principle involved. For if the versifier is not bound to weave a pattern of his own, it is because another pattern has been formally imposed upon him by the laws of verse. For that is the essence of a prosody. Verse may be rhythmical; it may be merely alliterative; it may, like the French, depend wholly on the (quasi) regular recurrence of the rhyme; or, like the Hebrew, it may consist in the strangely fanciful device of repeating the same idea. It does not matter on what principle the law is based, so it be a law. It may be pure convention; it may have no inherent beauty; all that we have a right to ask of any prosody is, that it shall lay down a pattern for the writer, and that what it lays down shall be neither too easy nor too hard. Hence it comes that it is much easier for men of equal facility to write fairly pleasing verse than reasonably interesting prose; for in prose the pattern itself has to be invented, and the difficulties first created before they can be solved. Hence, again, there follows the peculiar greatness of the true versifier: such as Shakespeare, Milton, and Victor Hugo, whom I place beside them as versifier merely, not as poet. These not only knit and knot the logical texture of the style with all the dexterity and strength of prose; they not only fill up the pattern of the verse with infinite variety and sober wit; but they give us, besides, a rare and special pleasure, by the art, comparable to that of counterpoint, with which they follow at the same time, and now contrast, and now combine, the double pattern of the texture and the verse. Here the sounding line concludes; a little further on, the well-knit sentence; and yet a little further, and both will reach their solution on the same ringing syllable. The best that can be offered by the best writer of prose is to show us the development of the idea and the stylistic pattern proceed hand in hand, sometimes by an obvious and triumphant effort, sometimes with a great air of ease and nature. The writer of verse, by virtue of conquering another difficulty, delights us with a new series of triumphs. He follows

three purposes where his rival followed only two; and the change is of precisely the same nature as that from melody to harmony. Or if you prefer to return to the juggler, behold him now, to the vastly increased enthusiasm of the spectators, juggling with three oranges instead of two. Thus it is: added difficulty, added beauty; and the pattern, with every fresh element, becoming more interesting in itself.

Yet it must not be thought that verse is simply an addition; something is lost as well as something gained; and there remains plainly traceable, in comparing the best prose with the best verse, a certain broad distinction of method in the web. Tight as the versifier may draw the knot of logic, yet for the ear he still leaves the tissue of the sentence floating somewhat loose. In prose, the sentence turns upon a pivot, nicely balanced, and fits into itself with an obtrusive neatness like a puzzle. The ear remarks and is singly gratified by this return and balance; while in verse it is all diverted to the measure. To find comparable passages is hard; for either the versifier is hugely the superior of the rival, or, if he be not, and still persist in his more delicate enterprise, he falls to be as widely his inferior. But let us select them from the pages of the same writer, one who was ambidexter; let us take, for instance, Rumour's Prologue to the Second Part of Henry IV., a fine flourish of eloquence in Shakespeare's second manner, and set it side by side with Falstaff's praise of sherris, act iv., scene 1; or let us compare the beautiful prose spoken throughout by Rosalind and Orlando, compare, for example, the first speech of all, Orlando's speech to Adam, with what passage it shall please you to select—the Seven Ages from the same play, or even such a stave of nobility as Othello's farewell to war; and still you will be able to perceive, if you have an ear for that class of music, a certain superior degree of organization in the prose; a compacter fitting of the parts; a balance in the swing and the return as of a throbbing pendulum. We must not, in things temporal, take from those who have little the little that they have; the merits of prose are inferior, but they are not the same; it is a little kingdom, but an independent.—*From the Contemporary Review.*

J. C. BRAIG, writing of Renan, in *The Christian Union* reports that the famous author of the "Life of Christ" has no longer on the public mind the ascendancy he once had; that his audiences at his college lectures are small, and that "the days of his *ipse dixit* are numbered." Like Voltaire, he lives to see that the Christian religion cannot be ridiculed out of existence, like an absurd political theory or a spurious scientific doctrine.



## Educational Opinion.

### ARBOR DAY IN ONTARIO.

THE following interesting and encouraging letter from the Hon. B. G. Northrop, LL. D., Secretary of the State Board of Education of Connecticut, was unfortunately received too late for insertion in the WEEKLY before the celebration of our first Ontario Arbor Day. Mr. Northrop, who has perhaps done more than any other person, to promote the culture of trees, and foster a love for them among the school children of his continent, may well be proud to see the success which has crowned his untiring efforts. School Arbor Days are now observed in about *one half* of the States of the Union. The readers of the EDUCATIONAL WEEKLY will, we are sure, permit us to express for them their appreciation of the kindness of Mr. Northrop in taking so warm an interest as he has in the success of the Arbor Day movement in Ontario. Mr. Northrop's letter was written from a bed of illness, and his kindness is, therefore, all the more worthy of our acknowledgment.

To the Editor of the EDUCATIONAL WEEKLY.

DEAR SIR,—I congratulate you on the success of your earnest appeal in favor of the appointment of Arbor Day in schools. It required courage and foresight on the part of Mr. Ross, your Minister of Education, to take this stand. Myriads of the citizens, teachers, and scholars of Ontario will observe the designated day, though I do not anticipate the best results on the first trial. To some it will seem a novelty, if not an obtrusive innovation, or even child's play, but it will stand the test of experience and be sustained by the sober second thought. There has been a great increase of public interest in this subject during the last year. It was no surprise to me, after reading a paper on Arbor Day in schools, at the National Educational meeting in Washington in February, 1884, to hear a prominent State School Superintendent say: "This subject is out of place in such an Educational Convention." Even he has since been converted by the logic of events. Three months later the American Congress of Forestry, convened in the same city, passed a resolution strongly urging the observance of such a day in all our states, and appointed a committee, consisting of the chief of the forestry division of the National Agricultural Department, the state superintendent of schools of West Virginia and myself to carry out this measure. As chairman of that committee, I have presented this subject, personally or by letter, to the governors of our states and territories, and so far with encouraging results. Sixteen states have already adopted the plan. In two states the movement was started by the State Board of Agriculture or farmers' State Grange. A bill on this subject is pending in several legislatures. The National Educational Association, at its meeting in Wisconsin last July, with an attendance of over five thousand, including my critic at the February meeting, *unanimously* adopted a resolution recommending the observance of Arbor Day in schools in

all our states, and that work has already advanced far beyond my expectations. On account of the inertia of ignorance or indifference on this subject, the difficulties are all met at the outset. The essential thing is to start this movement. When success is assured, one example will make many others. The beginners in economic tree-planting in Ontario will prove public benefactors.

True, the profits of forestry are not immediate, and many will sow only where they can quickly reap. With them, a meagre crop soon in hand outweighs a golden harvest long in maturing. Our youth should learn to forecast the future as the condition of wisdom. Tree-planting is a discipline in foresight—it is always planting for the future. If the four hundred and seventy-seven thousand pupils attending the high and public schools of Ontario should each plant two trees, as is attempted in some of our states, you have nearly *one million* trees planted in a single year. At an early day, when public interest is duly awakened, more than this may be expected. Hence this subject should be taught in our schools. The objection at once arises, "the course of study is already overcrowded," and this fact I admit. But the requisite talks on trees, their value and beauty, need occupy but two or three hours. In some large cities, there may be little or no room for tree-planting, and no call for even a half-holiday for this work; but even there such talks, or the memorizing of suitable selections on trees, on the designated day, would be useful. Such oral lessons will lead our youth to realize that trees are the grandest products of nature and form the finest drapery that adorns this earth in all lands. Thus taught, they will wish to plant and protect trees, whether forest, fruit or ornamental. Like grateful children, trees bring rich filial returns and compensate a thousand-fold for all the care they cost. Such love of trees, implanted in the school and fostered in the home, will make our youth practical arborists. The maples which I planted when a mere boy before the old homestead, now stately trees, have added new charms to that beautiful spot to which I deem it a privilege to make an annual visit. Among the memories of my boyhood, no day recurs with such satisfaction as that then devoted to tree-planting. The interest thus awakened has grown with years. I should be thankful if I could help put an equally grateful experience into the memories of the Ontario youth on the eighth day of May—their first Arbor Day and one which they will never forget. Hence I urge each one on that day to plant trees, vines, shrubs or flowers around the home, even if there is no room on the school grounds. Thus an impress will be made on *minds*, as well as grounds, that will be happy and lasting.

B. G. NORTHROP.

Clinton, Conn., April 30, 1885.

## DEAF-MUTE EDUCATION.

### III.

It is hardly necessary to mention that, instead of teaching the names of the letters to our children, we substitute their phonetic value. In the case, however, of the vowels, the name represents the long sound of each. When any two sounds can be produced without changing the position of the organs of articulation, they are called cognates. For instance, *p* and *b*, *f* and *v* are cognates, because the *position* is not changed, and the first letter of the series is aspirate, while the second is vocalized. In my last article, I illustrated the method of teaching the sound value of the letter *p*. The sound of *b* may be produced by holding the lips in the same position, and adding a sub-vocal utterance. Possibly the most simple and effective method of producing it is when placed *before* a vowel, since there is a tendency with deaf children to add voice at the end when the word ends in *b*. For example, instead of saying "cab" as it would be spoken by children possessing the sense of hearing, they say, "caba"—the voice not having ceased until the lips were parted. We pronounce *p* and *b* in succession to show our pupils that the external and visible action for both sounds are precisely the same, but the idea of *voice* in the letter *b* is conveyed to the child by placing his hand on the teacher's throat where there is a short, instantaneous sound produced.

### T and D.

The sound represented by *t* is formed by pressing the point of the tongue against the upper gum, and relaxing the position with a short, quick percussion effect. If we vocalize the sound of *t*, we shall have *d*.

### F and V.

The mechanism for the formation of *f* is so simple that rarely any deaf child fails to produce it by imitation. *V* is the vocalized form of *f*. The only defects I have ever had to correct in the letter *f* arose from projecting the teeth too far over the lower lip, or from an improper expulsion of the breath after the organs of articulation had been properly adjusted.

### Wh and W.

In speaking the sound of *wh*, it is maintained by many authorities on orthoepy, that the reverse order of the two letters gives a more correct pronunciation; thus instead of writing *wh*, they would write *hw*. This is of very little importance to the deaf child, since he can be taught the sound one way as easily as by the other. The sound is really the aspirate *h*, uttered through the position taken by the lips when we wish to speak *w*, and the *w* is the vocalized sound of *wh*.

### S and Z.

The pure phonetic value of *s* is produced by placing the front part of the tongue slightly back of the gums of the upper

teeth, so that a hissing breath-sound can be emitted *over* the tip of the tongue. The fore part of the tongue must be expanded, but it must not be brought into contact with its passive organ—the upper gums—as for the *t* and *d*. When speaking the *s*, the front teeth should be distinctly seen: and if, as is often the case, the pupil merges his *s* into an approximate *sh*, by directing him to place the point of the tongue against the lower teeth, he will be enabled to produce a sound resembling an *s*, which, in turn, may be converted into the proper position.

#### *Sh* and *Zh*.

In the digraph *sh*, the tongue is drawn slightly back from the *s* position, and the lips are perceptibly protruded. In distinguishing the *s* from the *sh* by observation, the pupil has to rely upon the respective positions of the lips, since the teeth are not sufficiently separated to determine the position of the tongue. *zh* is the vocalized form of *sh*; it does not occur in juxtaposition in proper English orthography, although it is frequently used to express the phonetic representation of *s* or *z*, as in *leisure* and *azure*.

#### *Ch* and *F*.

*Ch* is almost an equivalent for *tsh*. It is formed by the tongue touching the upper gum, as in *t*; but, while in that position, it immediately catches the position for *sh*, without producing any percussive effect after the *t*. If the tongue approaches too nearly the configuration of a *t*, we would have *t* and *sh*—two sounds. This middle sound is formed involuntarily through the action of the tongue while changing from the position of *t* to that of *sh*. When a difficulty is experienced in mechanically producing this sound, the pupil may be assisted by requiring him to speak *sh* quickly, beginning with the position of *t*, *t* is the *ch* voiced.

#### *M*, *N*, *Ng*.

The *m*, *n*, and *ng* are the only nasalized sounds in English. The positions for forming these three sounds are precisely the same as for the *p*, *t* and *k*, or *b*, *d* and *g*. (Loud.)

The voice for the nasal positions, instead of simply collecting in the pharynx, passes out through the nasal passages. For the *m* the lips are closed, voice is formed which passes through nose. *N* has for its formation the same position as *d*, and *ng* the same as *g*. The soft palate acts as a sort of double valve, closing the nasal passage by an upward pressure, or the oral passage by downward contact. In forming the *k*, both passages are closed, but in forming the *ng*, the mouth passage is closed, while the nasal one remains open. A test for the accuracy of either of the nasal sounds may be made by stopping the nostrils with the finger and thumb; if the voice immediately ceases, the sound is correctly formed.

#### *Th*.

This digraph may be voiced or non-voiced. We learn in practice to readily recognize the distinction between the two sounds because we have acquired the pronunciation of every word in which it may be written, but how few outside of those who may have given the subject some attention are aware of such a difference existing. It is formed by placing the point of the tongue slightly between the teeth, and while in that position attempt to form an *s*. Once the pupil has mastered the mechanism of the sound he may be taught to press the tip of the tongue against the upper teeth. The position for the vocalized form does not change.

#### *R*.

In the formation of this sound the tip of the tongue is turned upward and set into a short vibratory motion. The method usually adopted by myself is to draw an arc on the board to represent the roof of the mouth, and beneath this the outline of the tongue when speaking the sound may be represented. Should the pupils fail in their attempts, success may be gained by supplying each in the class with a small hand mirror. Let each child observe the teacher speak the sound. Then have him attempt to produce a similar sound, by watching himself in his hand mirror. Another method is to require the pupil to sound *z* at the same time retract the point of the tongue while dwelling on the *z*.

#### *Y*.

The sound of *y* is formed from the long sound of *e* by a closer approximation of the tongue to the roof of the mouth. *Y* final has no sound of its own, being represented by the short and long sound of *i*, as *lady*, *by*, etc.

#### *L*.

For the formation of this sound the tip of the tongue touches the gums of the upper front teeth and the breath passes over the sides. In the formation of the *l* sound the tongue must be held loose or the edges cannot vibrate readily.

#### *H*.

The aspirate is taught by holding the hand of the pupil before your mouth and let him feel the breathing or aspiration which forms this element. The *h* has no fixed sound of its own; the breath passes through the configuration of the following sound. It is emitted through whatever position the mouth requires for the succeeding element. Thus in "hat" the tongue is put in the position for "at" before the *h* is spoken.

This closes the list of all the simple elementary consonants since the *q*, *x* and *c* are redundant.

## SLANG IN SCHOOL.

BY R. R.

THE culture of an individual may be more readily estimated by his language than by any other means. Coarse, vulgar thoughts find expression in words of the same low character, while ideas expressed in clear, chaste language, however simple, cannot fail to impress the hearer or reader with a sense of the purity of mind and the educated thought of their author.

The use of pure language creates a taste for still better expression, and that, in turn, exerts a refining influence upon the mind, that will be manifest in any society, and will always secure the esteem of others over whom it thus exercises a power for good.

It is, then, not the least part of an education to be able to express ideas clearly and forcibly, but the use of slang has become so prevalent in our common schools that the ordinary conversation of school children is disgusting to cultivated minds. This is due largely, no doubt, to association with uneducated persons from whom are learned forms of speech that are allowed to remain uncorrected until their use gradually becomes a part of the child's nature. Parents too often pay no attention to the language of their children, and if they receive any training in this particular, it must be at the hands of the teacher. But even here the fault is often unnoticed, for many common school teachers are themselves given to the use of slang to such an extent that they rather confirm their pupils in its use than correct the evil.

The only way by which such habits of speech can be effectually broken up, and a chaste and pure language cultivated, is by persistent effort on the part of the teacher. School readers abound in choice literature, and from this the live teacher can draw lessons that may be impressed upon the minds of his pupils, instilling into them an appreciation of the beautiful in literature, and cultivating in them a taste for good language that will effectually break up the habit of using slang.

The teacher should also bring to the notice of his pupils the bad tendencies of loose speaking, but this should be done kindly, often indirectly, lest the end be frustrated by subjecting the pupil to the ridicule of his fellows.—*From the Ohio Educational Monthly.*

THE educational experience of the civilized world is common property, and while there is no danger of overrating the value and importance of home comparison, international comparison as illustrated in universal expositions is, perhaps, still more fruitful in good results. What the scientific educator needs to know is this, namely, the best things that have been thought and done relating to the matters in which he is concerned.

TORONTO:

THURSDAY, MAY 21, 1885.

*A PLEA FOR ART.*

UNDER the stimulus of Dr. Wilson's beautiful speech at the Royal Canadian Academy exhibition, we are tempted to devote some little space in this issue to art. We have spoken in the opening columns of the philosophy of history as being a magnificent subject of study for those with an inclination towards abstract sciences. To those with artistic tendencies, who also love the abstract, can any pleasanter subject be mentioned than the philosophy of art? We have, ere this, pleaded for art in our schools in the form of artistic surroundings, and we would here re-iterate our suggestions, and add that teachers might do much, very much, for art in Canada by themselves cultivating to the full any talents they may possess in this direction, and also by fostering any talents they may be able to recognize in those under their care.

We cannot all be expected to know something of every branch of learning; we have not all ten talents; this age of specialistic tendencies drives us to a "one-sided development," as Mr. Matthew Arnold has denominated it. But because of this very absence of versatility, does there not devolve to each of us an added responsibility? He that has thoroughly mastered all the details of one science—does there not belong to him, to a certain extent, the care and supervision of that science as it were? To the mathematical master in any school is given the responsibility of seeing that mathematics does not languish in that school. So with all the various branches that are taught in our State educational institutions. And does not the analogy hold in the community at large? If so, then those amongst us who are gifted with highly educated and acutely sensitive organs of sense, who are endowed with an extra amount of artistic sensibility, bear upon them a responsibility which those who recognize this fact are in duty bound to point out to them. To the politician is left the care of the State, to educationists the care of its members, and to the various classes of educationists should be left the care of the various branches of such education. This is recognized, but only feebly. True, the classical master initiates his class into the mysteries of how to decline;

conjugate, parse and construe; the English master analyses, points out rhetorical and syntactical figures, discovers parallel passages, and displays all the other paraphernalia of his art; the science master exhibits all the beauties of the laws of chemical affinity, atomic weights, bases, *-ic* and *-ous* acids, and such like; but on whom centres the duty of educating the eyes and ears of our children? To the drawing master? or the music master? If our schools possessed such personages certainly to them would be entrusted these functions, but unfortunately our schools do not possess them.

Neither are we here advocating any scheme by which to supply such masters. That is a subject for future consideration, and a subject requiring deep and careful consideration. What we do now argue for is that those who undoubtedly possess a cultivated taste for the beautiful in external objects should do their utmost—are called upon to do their utmost, in helping to cultivate such faculties in those with whom they are brought in contact. The learned president of University College has dared to look forward to a time when Toronto shall be regarded as a recognized centre for the development of the fine arts. To such a future we see many obstacles now existent, but scarce an obstacle more insurmountable than the lack of education in art from which the youth of Canada now suffers. Canada will without any doubt at all possess in the not very far off future, national wealth, importance, integrity, influence, freedom, energy, and zeal—and all these are, in a greater or less degree, requisites to a high and ennobling standard of art, but without a true and proper training for the youth of her population in the principles of art, these valuable possessions will be powerless to bring about this much-to-be-desired result.

What is it, then, it may be asked, that we propose? Nothing impossible; nothing even difficult of attainment. Simply that those teachers who are known to possess knowledge in the subjects of which we speak should add to that knowledge, should impart that knowledge, and should have opportunities afforded them of making use of that knowledge.

To fully consider all the three branches of our proposition would carry us far beyond the limits of this article. We may, perhaps, refer to them in the future. We

will here merely endeavor earnestly to impress upon teachers the first of our three suggestions. Let them cultivate by all the means in their power these divinely-implanted gifts. Let them read books on music, painting, and sculpture; let them subscribe for the best magazines devoted to these subjects; let them—if they possess the power of expressing thoughts and emotions audibly or visibly, by means of sound or color—let them practise themselves in music and painting; and let them, above all, strive to inculcate in their pupils a love for such things and a desire to know more of them. A few hours weekly, or even monthly, devoted to such pursuits and to such teachings is not much to ask, yet would be fruitful of much. But firstly and foremostly let us add to our own knowledge of art. On this we lay especial stress.

And we are glad to be able to say that there are now ample opportunities for so adding to our knowledge of art in its more practical branches. There are free drawing classes for teachers now established which are held during each midsummer vacation in the city of Toronto; there are classes in connexion with the greater number of the Mechanics' Institutes throughout the Province; drawing is taught at the Normal Schools at Toronto and Ottawa to the teachers in training; examinations in the principles and practice of drawing are held annually at Toronto and other educational centres at which certificates are granted.

And to this already full list we may call attention to the excellently practical work done by the Ontario Society of Artists, by the Ontario School of Art, and Royal Canadian Academy. Of all these, teachers should make the best possible use. Indeed we rejoice to see that already use has been made of them. At the recent examinations conducted by the Department, we hear that nearly eleven hundred candidates presented themselves.

If teachers will make use of these truly excellent opportunities, and spread wide-cast in their respective schools a love for art, Dr. Wilson's hopes may yet be fully realized.

*A MISLEADING PHRASE.*

How sadly—truly sadly—many of us are led astray by mere phrases, high-sounding maxims, melodious expressions, which, after all, are nothing but empty

sounds, *flatūs vocis* as the Schoolmen would say. From our childhood we hear them used on all sides; unthinking writers iterate and re-iterate them; till at length, attaching to them some vague, shadowy meaning, which is truly no meaning, or, if any meaning, false meaning, we treasure them in our minds, build up theories upon them, use them for argument, and, alas! too often by them guide our lives. We are so unthinking, so accustomed to accept unquestioningly the *dicta* of others, so little given to the habit of thinking for ourselves, so seldom energetic and zealous enough to analyse, so very averse to "prove all things," that it is little wonder we fall often into grievous error.

Perhaps one of the most pernicious of these *flatūs vocis* is the phrase "higher walk of life." "Higher walk of life"! What does this mean? There is a difference, we know, between the statesman and the government clerk, between the designer and the handicraftsman, between the inventor and the machinist. But is the former of any of these in any sense of the term—in any right sense of the term, in a "higher" walk of life? Does not the word 'higher' refer altogether to the moral aspect of the life? has it not an ethical signification only? The statesman, the designer, and the inventor use, perhaps, higher faculties, bring into play more intricate and complicated processes, use, in short, mental, rather than, physical powers, but are they necessarily in a higher walk of life? We think not. It is not a question of what the walk of life may be in which we travel; it is a question of how consistently, how single-eyedly (if we may use such an expression) we travel it. The humblest freshman at Oxford is in as high a walk of life as the Master of Balliol. Each has all the requisite elements for success, for reaching the particular goal each has in view. The goal of the one may be farther off and more difficult of attainment, than that of the other; it is never on a different ethical level. No; all walks of life are on the selfsame ethical plane; it is the characters of the plane and the distances of the goals that differ. The highest walk of life is to do whatsoever our hands find to do heartily, with all our heart, and with all our soul, and with all our strength, and with all our mind. Than this there is none higher.

There is this peculiarly misleading property about the particular phrase which we

have so much deprecated: its acceptance, in the vague and meaningless acceptance with which it is usually received, is apt to make us dissatisfied with our present walk of life. If there is a higher, and by higher we generally mean one that will redound more to our earthly benefit, will bring us in more money or more fame—if there is a higher, we are always anxiously and impatiently seeking to obtain it, to the detriment, not only of our own peace of mind, 'tut also to that of those with whom we are associated and brought in contact. 'To "better ourselves" is, no one will hesitate to grant, a laudable ambition; but not to better ourselves by ceaselessly bemoaning our present lowly lot, and seeking one for which neither our natural nor our acquired abilities have fitted us; by shirking the drudgery of what, in our poor opinion, we consider our menial manual or mental labor, and striving to undertake that which can be no help to our present occupation.

So many of us are blind to the fact that the only way to *rise* is to obtain a firm foothold of the ground we are now on; that to reach the topmost rung we must have tightly grasped every lower rung. A spasmodic effort will enable us, perhaps, now and again to succeed in gaining two rungs instead of one; but the gymnast will tell us that spasmodic effort is the worst form of effort; and we all know only too well that the rungs of the ladder of life are not too closely placed.

This striving to fill positions above *and beyond* us, seems to us to be one of the faults of the new world, and a fault from which the teachers of the new world are not exempt. Its source it would be more than an interesting topic to discuss, but this is, perhaps, outside the sphere of an educational periodical. Enough that we recognize it as a fault, and endeavor to correct it. What we have here taken pains to show is the lamentable consequences of an unthinking acceptance of a misleading phrase.

#### BOOKS RECEIVED.

*The New Arithmetic*; compiled by three hundred prominent educators, and edited by Seymour Eaton, editor of the *School Supplement*. Toronto: Eaton, Gibson & Co. 208 pp. \$1.00.

*The Journal of Proceedings and Addresses of the National Educational Association, Session of the Year 1884, at Madison, Wisconsin*. Published by the Association. 531 pp.

## Table Talk.

JOHANN STRAUSS is not without honor in his own country. Vienna has conferred upon him the freedom of the city and granted him exemption forever from the income tax.

The firm of Ginn, Heath & Co. has been changed to Ginn & Co., Mr. Heath retiring. Lamb's "Tales from Shakespeare," minus "Measure for Measure," and somewhat simplified verbally, has been added by these publishers to their "Classics for Children." They will issue in the same series during the present week "Tales of a Grandfather" and the "Swiss Family Robinson."

THE Baron Alphonse de Rothschild is a candidate for admission to the French Academy, but finds his enormous wealth, possibly for the first time in his life, an embarrassment. Dumas and Meissonier are said to oppose him directly on the ground that he should content himself with being a millionaire. They seem to ignore the fact that if there is one thing a millionaire cannot be content with it is with being a millionaire.

MR. RUSKIN has resigned the State Professorship of Fine Arts at the Oxford University. He has been made the subject of so much caricature and criticism, of late years, on the part of the British press, that he probably seeks retirement as much for his personal comfort as anything else. He is more generally respected in this country than at home, where they appear to make little generous allowance for certain infirmities of temper not unnatural to one of his years. Mr. Ruskin is weary of being persistently misconstrued.

AN Irish Local Government Bill will probably be introduced in Parliament before the close of the present session. The new measure provides for popularly elected councils in each county, whose duty it shall be to conduct the administration of business hitherto relegated to grand juries. Provision is also made for a central council in Dublin, to be elected by the county councils. This council will discharge the functions of the Boards of Education and Public Works, etc. It is also meditated to abolish the Lord-Lieutenancy and create a Secretary of State for Ireland, but this is still undecided.

IN the last literary bulletin of Houghton, Mifflin & Co., there is a portrait of Miss Mary N. Musfrec, over the heavy masculine autograph of "Charles Egbert Craddock." It is a bright, rather sharp face, with keen dark eyes. Miss Musfrec's identity has been better concealed behind her *nom de plume* than that of the author of "John Bull and His Island," who has been long known to be, not Max O'Rell as he called himself, but M. Paul Blouet, French Master at Westminster School and editor of the Clarendon Press volumes on French Oratory. It is only recently that the editors who knew his secret saw fit to betray him into the hands of his readers. Speaking of *noms de plume* and anonymous writers, the author of the Scribblers' new novel, "Across the Chasm," is said to be Miss Julia Magruder of Virginia. The publishers accepted the manuscript from a friend of the author without demanding the author's name.

## Special Papers.

### ENGLISH LITERATURE FOR EN- TRANCE TO HIGH SCHOOLS.

#### VII.

#### "THE STAGE COACH."

As the method of teaching "The Skater and the Wolves" outlined in last paper is as well adapted for "The Stage Coach," and as the aim of these papers is to suggest rather than to give information easily obtainable, much space will not be occupied in the consideration of this extract. It is supposed that the teacher has a good dictionary and that he knows how to use it. It is therefore unnecessary to furnish any lists of synonyms or homonyms, such as in the last paper were given for the sake of example, or to give the derivation or meaning of any word unless it presents some especial peculiarity or difficulty.

The selection, however, affords the teacher an excellent opportunity to train his class to read observingly. The following and many similar questions may all be answered from the piece, though some little search may be necessary on the part of the class:—"In what season of the year did this trip take place?" "What was Tom's other name?" "Between what two places did the coach travel?" "At what time of the day did it begin the trip?" "When did it reach its destination?" "How many miles a day was the coach accustomed to travel?" "What was the appearance of the coach?" "of the horses?" "of the guard?" "of the harness?" "of the coachman?"

The questions, "Why did Tom not travel by rail?" and, "Why did people not use the parcel-post instead of the coachman's hat?" will bring on a conversation concerning the history of the Railroad and the Penny Post.

The meaning of *boot* in this passage is unascertainable from the ordinary dictionary. After fruitless search the pupils will be glad to learn that it has reference to any box or receptacle for luggage that the coach might have. Generally there were two *boots*, one under the driver and the other in the rear.

The word *yokel* is peculiar to England and means *countrified, lumbering*.

The following, taken from Chambers's Encyclopædia, with reference to *Salisbury* its *cathedral* and *corners* may perhaps be useful to some:—

"Salisbury, the capital of Wiltshire, stands in a fertile valley on the Avon, at the junction of that river with two of its affluents, eighty-three miles southwest of London by the Southwestern Railway. The town dates from 1220 in which year the Cathedral was founded. At the foundation of the town the ground was divided into squares, or *chequers* as they are called, to which the town is indebted for its appearance of airiness and regularity. The cathedral, its prin-

cipal building, is one of the finest specimens of Early English in the country. It was begun in 1220 and finished in 1258. The spire, which was added after the building was completed, is the 'most elegant in proportions and the loftiest in England.' Its height from the pavement is 400 feet or thirty feet higher than St. Paul's. The cathedral is 449 feet long; height in the interior eighty-one feet, width of great transept 203 feet. It is in the form of a double cross, is perfect in plan and proportions and in the main uniform in style."

The mistake in the fourth paragraph of *leader's for leaders'* should be noticed as it makes a difference in the number of horses. It is one of many similar errors in the Fourth Reader resulting from the careless reading of proofs.

The arrangement of words in paragraphs v. and vi. is worthy of attention. It will be found that line after line will *scan* with very few breaks. In fact the extract is half poetry.

One object of the study of literature being to create a love for books, a few words telling what happened Tom Pinch before he left Salisbury and after he reached London may beget a desire in the pupils to read the story, *Martin Chuzzlewit*, in full. In this connection the life of Dickens may be desirable. In studying the life of an author it should be made interesting. Mason's *Personal Traits of British Authors* will be found in this respect useful in the study of Dickens. Space permits only a "scanty framework" of his life to be given here for the benefit of some that may have no way of obtaining it.

Charles Dickens was born in 1812. His father being a Parliamentary Reporter he devoted himself to the stenographic profession. He soon became distinguished in his calling, and engaged with the *Morning Chronicle*. It was in this paper that his first important work appeared in 1836, under the title *Sketches by Boz*. The *Adventures of Mr. Pickwick* then followed and had an enormous circulation. After the humorous *Pickwick Papers* followed *Nicholas Nickleby*, *Curiosity Shop*, and *Barnaby Rudge*. In 1842 after a tour in America appeared *American Notes for General Circulation*, which preceded *Martin Chuzzlewit* the last of his great humorous efforts. His other writings are, *David Copperfield*, thought by many to be his greatest work, *Bleak House*, *Little Dorrit*, *Great Expectations*, *Our Mutual Friend*, *Hard Times*, and *Oliver Twist*. In 1867 he paid America another visit, and on his return to England began another novel *The Mystery of Edwin Drood* which was unfinished when death cut short the author's life in 1870. His books brought about the correction of many abuses in connection with the Courts of Law, the Poor House, the Hospital, and the School.

*W. H. Hudson*

## THE ADJECTIVE IN LITERATURE.

(Read before the Brant County Teachers' Association.)

(Continued from previous issue.)

WHAT a wealth of meaning, of latent expression so to speak, is there in the expletive! We look up at the sky and we speak of it as "the azure," itself a beautiful work suffused with tender color, but qualify the notion by the adjective *illimitable*; "the illimitable azure," and we seem to be standing on the threshold of space outstretching empty, but eager hands, toward an immensity of possibility too great for the human mind to grasp, but where, we are assured, realms stretch beyond realms, and stars beyond stars, and systems beyond systems, circling for ever more. "The dead" is a solemn phrase enough. One to make us pause and consider, especially if it be the loved and dead. How is the sorrow intensified if we can speak of them as does George Eliot only as "the *irreclaimable* dead"! "They have mourned over the irreclaimable dead." *Irreclaimable!* what a dreadful word is that! most awful! going down itself into the blackest shadows of the desolate grave. Yet are they not also the *unforgotten* dead? Thus can memory in that simple word keep a spot on earth for the departed ever green and fresh. It is sad to think of "the past," with all its wasted opportunities, alienated friendships, accumulated hatreds, unforgiven injuries, blighted hopes, curses where there should have been blessings, and failures where there should have been success. Is there anything that can make it sadder? Yes. It is the knowing that it is "the *irredeemable* past"—the mournful cadence of that most mournful adjective sounds like a funeral knell over the grave of neglected opportunity. Still "the future" is before us, with all its golden promises, with all its winning smiles, with all its flattering hopes. What promises? Will its smiles be really accorded? Will its hopes be fulfilled? 'Tis the *uncertain* future. Well may the cheek blanch, the lip quiver, at the introduction of that gruesome word; for it may change the smile to the tear, the hope to despair, the promises may never be fulfilled and forcibly are we reminded of those earnest, beautiful lines of the dead poet:

"Trust no future however pleasant,  
Let the dead past bury its dead;  
Act, act in the living present,  
Heart within and God o'erhead."

One more illustration and I have done with this phase of the subject, bordering, perhaps, more upon the moral and abstract than upon the concrete significance of words. Quoting from the author before-mentioned, George Eliot, and from the same work, "Adam Bede," we read of "the sublime prompting to do the painful right." Observe, "the *painful* right." Now we might naturally be led to suppose, that right, being the



normal condition of a common sense existence, could not consistently be associated with pain, yet one needs but little intimacy with life and the so-called social phases of life, to have thoroughly learned the lesson that the path of duty and right, more especially, perhaps, at the outset of one's career, is much more thorny and difficult to follow than *the highway of evil, which is too frequently* literally strewn with roses. In other words it is much more difficult to resist a temptation seemingly pleasant, and to all appearance harmless, though in reality morally dangerous and not infrequently sinful, than it is to continue in the straight and uneventful path of duty and self-restraint. No more touching and at the same time eloquent homily could be supplied by any other two words in the English language.

In considering briefly the use of what are called ornamental epithets, I shall quote a few extracts, principally from the poets, to illustrate what I deem to be a happy faculty for imparting a whole train of ideas by the use of a single word, and that word usually an adjective. First, then, the most apt comparisons may be instituted by the use of a single adjective; as instance, Cowper's dog, who

"Wide scampering snatches up the drifted snow  
With *ivory* teeth."

Now every one knows that snow is white—perhaps no substance is more purely white—so are a dog's teeth white, but only in a degree. They are white with a yellowish tinge, like ivory in fact; hence the metaphor: and what happier word could have been chosen to illustrate mentally the difference between the pure virgin whiteness of the snow and the duller yellowish white line of the dog's tooth? So Campbell writes:

"Far flashed the red artillery."

The lurid streak of flame heralding the cannon's crash, with the deadly progress of the missile, is brought with startling distinctness before the reader's mind by the introduction of the single monosyllable *red*.

Again, in Coleridge's "Ancient Mariner" we read:

"The bay was white with silent light."

It needs no scer to tell us how or why the bay was white. The silent light could be none other than the light of the moon, and to the student's eye, and judging from an artistic standpoint, this single line is a landscape of unrivalled beauty, a bay sleeping calm and unruffled beneath the effulgence of the full moon.

The preceding extracts all give us the idea of color, more or less. We now come to consider a class of epithets which have other attributive notions to convey; shape and size, or aggregations of letters and sounds conveying general impressions. Take Coleridge's

"A noise like of a *hidden* brook,  
In the *leafy* month of June,  
That to the *sleeping* woods all night,  
Singeth a *quiet* tune.

All the magical beauty of the extract—and it is surpassingly beautiful—lies in the introduction of certain epithets, which tell their own tale in the happiest manner conceivable; the brook deep hidden in the green-wood, beneath arching boughs now covered with their summer foliage. Those woods quiet; so quiet that at night they seem to be lulled to sleep by the simple lullaby of the stream. So quiet that the rhythmic bubble of the brook over its pebbly bed can be heard. In a noisy locality the "quiet tune" would be drowned by sounds of life and activity. There is great beauty in the single line:

"In the leafy month of June."

A sense of coolness, sequestered woodland scenery, green drooping boughs, and withal a summer warmth of atmosphere is always conveyed to my senses when I read the line or heard it quoted.

A simple adjective may thus often be made to convey a sense to a passage without which that passage would be prosaic and flat. It might be made to convey even notions of tenderness not otherwise attainable, except by many words and perhaps then not half so well. Consider the passage:

"Pocahontas no longer saves the devoted Smith by laying her head on his."

All very well, so far as it goes, but why did she lay it there? The passage seems prosaic. Do we want an amusing turn given to the thought? Then:

"Pocahontas no longer saves the devoted Smith by laying her coquettish head on his."

Do we want it repellent?

"Pocahontas no longer saves the devoted Smith by laying her frowsy head on his."

Do we want it grotesque?

"Pocahontas no longer saves the devoted Smith by laying her tattooed head on his."

Do we require it tender and touching?

"Pocahontas no longer saves the devoted Smith by laying her little head on his."

I know not how or why, but a whole romance is now contained in the lines. Certain associations connected with the sequence of the ideas *little* and *head*,

"by laying her *little head* on his,"

that call up emotions of unspeakable tenderness. You feel that she loves her hero, and that she is determined to save him at the risk of her own life, by placing in jeopardy that "little head" whose soft tresses one likes to think will shield him from the impending blow. In Pope's:

"Up the high hill he heaves a huge round stone."

What an idea of immensity is conveyed by

the use of the single word "huge"! A word small enough in itself, to be sure, but like some little men we meet in life, with a big soul. Tennyson tells us the sea

"Roars rock-thwarted under bellowing caves," and we almost hear the hoarse thunder of the foam-crested surges as they sweep with resistless fury round the base of the wave worn cliffs, eating for themselves a passage through the solid rock.

Form is well depicted in the following line from Milton's *Comus*:

"Though sun and moon  
Were in the flat sea sunl."—

the whole force of the description being centred in the adjective "flat."

Scott abounds with fine examples of narrative or descriptive verse, in which epithet is adroitly interwoven to give form, color, sound, etc., to verbal portraiture. I need instance only two, the critical study of which will well repay the word-student. First, the magnificent stanza in *Canto I*, commencing:

"The western waves of ebbing day  
Roll'd o'er the glen their level way,"

and again, the opening stanza of *Canto III*:

"The summer dawn's reflected hue,  
To purple changed Loch Katrine blue."

Stopford Brooke has said that Carlyle was the most original, and Thomas De Quincey the greatest writer, of English prose; that De Quincey's sentences are built up like passages in a fugue, and that one man alone in our own day is as great a master of English prose, John Ruskin. I cordially agree with the Rev. Stopford Brooke so far as he goes, and will quote a passage from each of the last two authors named, asking you to pay especial attention to the use made of the adjective, which, in my humble opinion, adds greatly to the beauty and majesty of the effect. My first extract is from De Quincey's "Confessions of an Opium Eater," where he describes the horrors attending a persistent abuse of the drug. He says, describing a dream, "Then came sudden alarms: hurrys to and fro: trepidations of innumerable fugitives, I knew not whether from the good cause or the bad: darkness and lights: tempest and human faces; and at last, with the sense that all was lost, female forms, and the features that were worth all the world to me, and but a moment allowed—and clasped hands, and heart-breaking partings, and then—everlasting farewells! and with a sigh, such as the caves of hell sighed when the incestuous mother uttered the abhorred name of death, the sound was reverberated—everlasting farewells! and again, and yet again reverberated—everlasting farewells!"

A. M. Morrison.

(To be continued.)



*The Public School.*

*ELEMENTARY DRAWING.*

II.

CHILDREN are naturally close observers, continually on the look-out for fresh information, and it is the teacher's duty to stimulate this desire for knowledge, help it by hints, draw it out by appropriate questions, and develop it in the right path. He can, by means of questions, ascertain what a child already knows about an object, and then, by a mere suggestion perhaps, set it thinking in a certain direction, and lead it to find out for

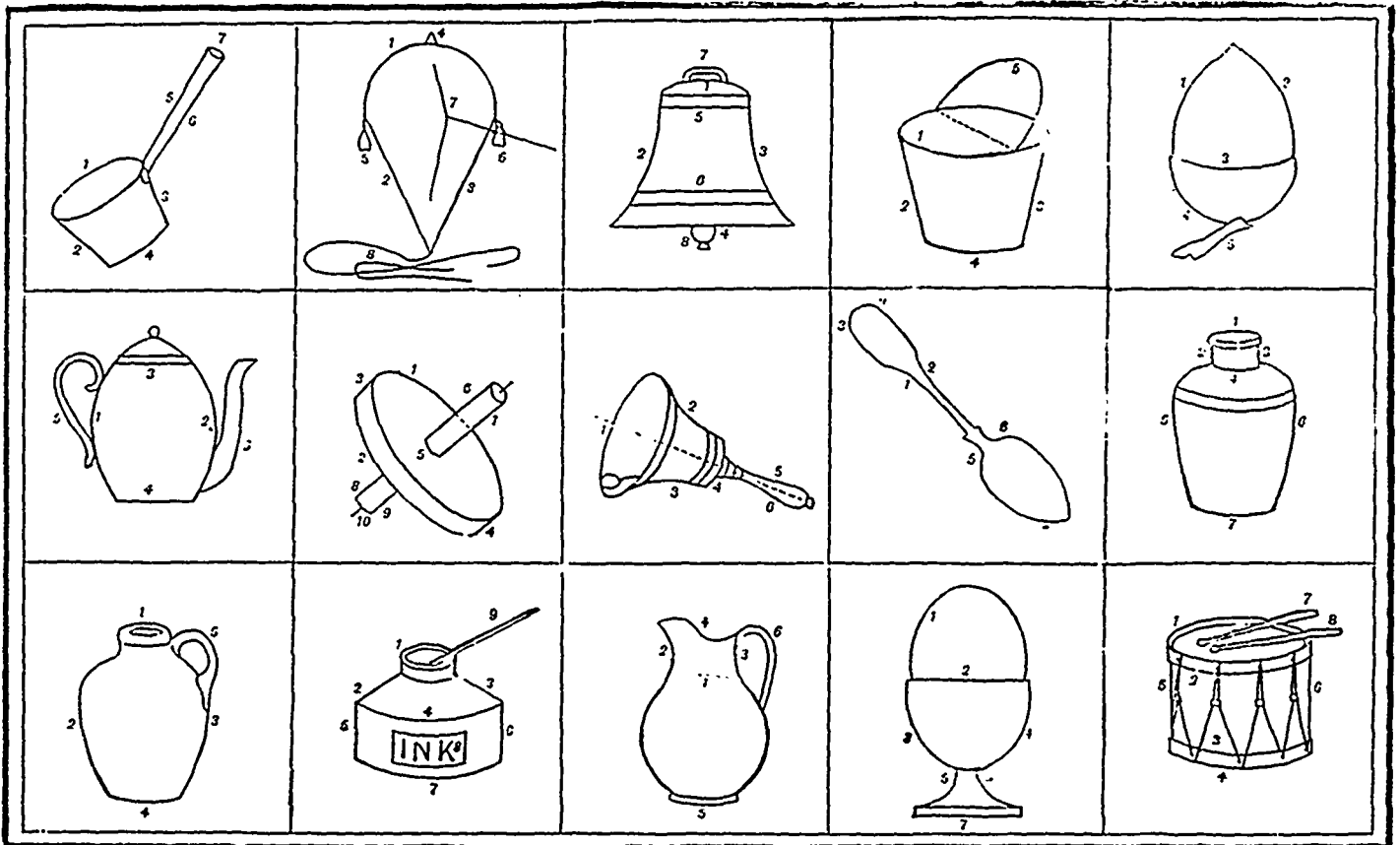
The sketches in the accompanying illustration serve to carry out the thoughts suggested in my last paper and are forms easily drawn. In nearly all of them it will be an advantage to draw a central line as a guide to symmetry. It can be erased when the drawing is completed, but if it is found to present difficulties, it should be omitted altogether.

The kite introduces the semicircle and a few straight and irregularly curved lines; it may be drawn as standing upright on the ground, or as flying in the air. In drawing a pail, or any such object with a handle, find the centre of the ellipse representing the top, and through this point draw a line in the required direction; where it cuts the ellipse,

*THE NO-RECESS PLAN: ITS ADVANTAGES.*

BY J. H. DAVIS, SUPT. OF SCHOOLS, CHELSEA, MASS.

THE abolition of the general recess has been a prominent subject before educators for some time, and is in successful practice in several large cities and towns, gradually, yet surely, extending its field of operation. It commends itself to the good opinion of all wherever it has been adopted, and has never been abandoned when once fairly inaugurated. The subject has also attracted the notice of physicians, who have pronounced in its favor on hygienic principles; and it is on the single point of health that we need to be concerned, because in every other respect



itself something new, thus teaching it to analyse the object before commencing to draw. The advantages to be derived from such a course as this are many. Let me enumerate a few:—Accuracy of observation, quickness of observation and thoroughness of observation, assistance of memory of forms, and readiness and correctness of expression of thought. These may be called the mental benefits, and the most important mechanical or physical one is skill of hand in depicting objects.

Whatever object is taken as the subject of the drawing lesson, it is important that it be drawn as truthfully as possible, to help the childish minds to form a correct idea of it; let the first drawing be a simple outline; and add details only as the children are capable of understanding and copying them.

will be found the points at which the ends of the handle are attached to the vessel. The acorn is a preparation for drawing the oval used in the two jars and egg and cup. The curve of the tea-pot is the same as that of the acorn with the base cut off, and the knob, handle and spout added. The jug is based upon the circle as shown by the dotted line, with the curves for the neck, spout and handle added. In drawing the wheel, the axis of the hub should be drawn first, then perpendicular to it, the long diameter of the ellipse, marked 1. By means of these two trace the ellipse, then the curve marked 2, then 3, 4, and so on. The ink-bottle is a modification of the cylinder, as is also the drum.

*Arthur J. Reading*

it is known to be a great improvement upon the promiscuous out-door recess.

Having observed this aspect of the case during an experience of four years, I am led to believe that the pupils are quite as free from the ills that are attributed to the school-room. The atmosphere is rarely what it should be, and too great attention cannot be given to this subject. The recess affords a few minutes' respite, but does not remedy the evil, as may be observed by inspection. Our teachers should be instructed to ventilate their rooms several times during each session, which may be accomplished at any time of the day through open windows, instituting at the same time vigorous gymnastic exercises. The proper temperature of the room cannot always be regulated by the teacher's impressions, and our janitors can

lend valuable aid by keeping the rooms at an even temperature at all times, through frequent attention. Neglect in the matter of ventilation and temperature is doubtless the cause of very much of the physical weakness of teachers.

A few of the advantages of abolishing the recess may be stated as follows:—

1. It removes occasion for mischief and wrong-doing, reduces corporal punishment, and simplifies school-discipline.

2. It prevents, in a measure, contamination of morals which results from the intermingling of the bad with the good; also the overbearing and domineering conduct of the vicious toward the small or weak, thus relieving the anxiety of parents.

3. It avoids unnecessary exposure by going from heated rooms, and the extra police duty of teachers.

4. It elevates at once the moral tone of the school, and gives to it more of the dignity of higher institutions.

5. It lightens the irksomeness of school life by shortening the hours of confinement, and enables pupils to render assistance at home or carry dinners to parents at work.

6. It does away with every necessity for separate schools for the sexes, by preventing communication except when under the eye and watchful care of the teacher.

The enumeration of its advantages might be greatly extended, but the single point to be determined is this: Are our children better off without the recess? It must be learned from experience, and all experience thus far indicates that they are, in all respects.

A question sure to arise in this connection is, Will there not be annoyance from pupils asking to leave the room? It has been shown that no more trouble is experienced from this source than formerly. It is a safe rule for teachers to exercise considerable leniency in granting permits, and the greatest caution and wisdom in inflicting punishments by detentions after school for using the privilege. It is not a difficult matter to detect abuses, while ten minutes after school is sufficient punishment for the same, and should never be applied to the innocent.—*The American Teacher.*

## Mathematics.

### HYDROSTATICS.

1. THE suction valve of a pump is 26 feet above the surface of the water in the well, and the piston, whose entire length of stroke is  $7\frac{1}{2}$  inches, is, when at the lowest point,  $2\frac{1}{2}$  inches from the fixed valve. Find whether the water will be able to rise in the pump-barrel. Water barometer = 34 feet.

Ans.—When the piston is at the bottom of the downward stroke the air which it leaves below it is

at the atmospheric pressure; when the piston is raised this air becomes rarified, and what filled  $2\frac{1}{2}$  inches fills 10 inches, and it is therefore one-fourth as dense as the outside atmosphere. This rarified air can therefore exert a back pressure of  $\frac{1}{4}$  of 34 feet, or  $8\frac{1}{2}$  feet. Hence the maximum height to which the water can be raised is 34 feet -  $8\frac{1}{2}$  feet, or  $25\frac{1}{2}$  feet. As the suction valve opening into pump-barrel is 26 feet from the surface of water, the latter cannot rise into the pump-barrel.

2. Given the length of stroke of piston to be six inches, and that, when at the lowest point of descent, it is  $2\frac{1}{2}$  inches from the fixed valve; find the height to which the water will rise in the pump; water barometer = 34 feet.

Ans.—24 feet.

3. To a piece of wood weighing 100 grains in air, a piece of silver weighing 84 grains in air and having a specific gravity of  $10\frac{1}{2}$  is attached; the whole is found to weigh 26 grains in water. What is the specific gravity of the wood?

Ans.— $\frac{7}{8}$ .

4. A pipe  $25\frac{1}{2}$  feet long, closed at the upper end, is placed vertically in a tank of the same height; the tank is then filled with water. Find the height to which the water will rise in the pipe; water barometer being 34 feet.

Ans.— $8\frac{1}{2}$  feet.

Solution: Let  $x$  = height to which water rises; then  $25\frac{1}{2} - x$  = height of column of condensed air in pipe. Against this there is a pressure of  $(25\frac{1}{2} - x)$  feet of water + 1 atmosphere =  $(25\frac{1}{2} - x)$  feet + 34 feet =  $59\frac{1}{2} - x$ ; then by Boyle's law  $25\frac{1}{2} : 25\frac{1}{2} - x :: 59\frac{1}{2} - x : 34$ ; clear of fractions and multiply,  $4x^2 - 340x + 2,601 = 0$ ; taking negative value for root of 2nd member,  $x = 8\frac{1}{2}$ .

5. A solid displaces  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{1}{6}$  of its volume when it floats in three different liquids; find the volume it displaces when it floats in a mixture formed, 1st of equal volumes of the fluids, 2nd of equal weights of the fluids.

Ans.—(1)  $\frac{2}{3}$  volume; (2)  $\frac{1}{4}$  vol.

6. What volume of cork, specific gravity = .24, must be attached to 10 lbs. of silver, of specific gravity  $10\frac{1}{2}$ , so that the whole may just float in water?

Ans.— $\frac{3}{8}$  cubic feet.

7. A cylindrical cup weighs 5 oz., its external radius is  $1\frac{1}{2}$  inches, and its height  $4\frac{1}{2}$  inches; if it be allowed to float in water with its axis vertical find what additional weight must be placed on it in order that it may sink. (Besant.)

Ans.— $(\frac{3}{2}\pi - 5)$  oz.

8. How would you find the specific gravity (1) of a substance broken into small fragments; (2) of a substance lighter than water; (3) of another liquid? Trace a rule for comparing the specific gravity of two liquids by weighing the same solid in each.

Robt-Dobson.

SUCH progress is making in the work of elucidating the mystery which has for so long enveloped the career of John Harvard, the founder of the great University, that it is expected the desired information will be given next year at the two hundred and fiftieth anniversary of the establishment of the institution. Harvard was either the most modest of men or one who builded much better than he knew.

## Educational Intelligence.

### ARBOR DAY AT MILTON.

THE head master of Milton public school, Mr. Henry Gray, sends us a short account of how Arbor Day was spent by his pupils. The whole school yard was thoroughly cleaned; six flower-beds were laid out; the shrubbery was carefully trimmed and the earth about the roots dug; and the large number of sixty shade-trees—consisting of hard and soft maple, chestnut, birch, basswood, spruce, etc.,—were planted. Mr. Gray is also careful to tell us that every pupil was able to take part in the proceedings.

### HOW ARBOR DAY WAS SPENT AT COLPOYS BAY.

THOUGH our school is a very good one, considering that this is a new and only moderately prosperous part of the country, little or nothing had been done to improve its surroundings, so that we received the suggestion of an Arbor Day as an inspiration.

The school is pleasantly situated, commanding an extensive view from its windows, of Colpoys Bay. We have not a large attendance, and very few big boys, so that of ourselves we could do very little. After talking it over among ourselves, teacher and pupils, we decided to appeal to all interested in the school to assist us. Our appeal was heartily responded to, and we at once secured the promise of two teams of horses to plough and level the ground.

As it is customary for most of those in attendance at the school to bring their dinners, we decided to bring well-supplied baskets and club together to provide refreshments, not only for ourselves but for those who were kind enough to assist us, so that they would not have to go home to dinner.

During the week before, we spent our spare time in discussing the different kinds of trees which grow in our own immediate neighborhood. The pupils of the third class were asked to write on paper a list of names of all the trees they had seen growing in the vicinity. The following is the best of the lists:—Beech, maple, basswood, hemlock, poplar, ironwood, butternut, ash, elm, oak, willow, wild cherry, balm of Gilead, birch, sumach, hazelnut, thorn, balsam, cedar, pine, spruce, tamarack. The class were induced to draw comparisons between the different kinds, with regard to height and shape of trees, depth of foliage and shape of leaves, as well as the merits of the wood for various purposes. A number of the scholars at intermission, after this lesson, went voluntarily to the woods behind the school and collected a few of the fallen leaves of different kinds left on the ground from last year. These, together with some small budding branches,

they brought in and laid on the teacher's desk, showing that the lesson was not entirely lost. I was a little surprised at the total ignorance of the shapes of the leaves of common trees which some of the pupils displayed, but, on the other hand, was pleased to see that, when asked to draw on their slates pictures of different leaves, others showed not only an aptitude for drawing from memory, but also a tolerably accurate knowledge of the foliage of ordinary trees.

It rained heavily on Wednesday night, and as the school ground was all knolls and holes, we were afraid it would be too wet for ploughing; but the boys were not to be daunted. All set to work at intermission and noon hour on Thursday, and dug little drains all over the yard, so that the water was all gone by Friday morning.

One team was busy ploughing when we arrived at the school, and before long another appeared on the scene with a harrow and scraper. One of our trustees who was present superintended proceedings, as well as working himself with a hearty good will. Several boys armed with shovels assisted in levelling the ground. Meanwhile a party of us, little and big, set out to the bush, selected about twenty fine young trees and brought them back to the school.

It was now nearly noon, and while the boys and men were busy outside, the larger girls prepared lunch, boiling tea on the school stove. The desks served for tables, and to judge by the way some small boys made away with the large pieces of cake, this part of the programme, at least, was thoroughly enjoyed.

The ground was now ready for planting. Each scholar selected a tree and overlooked its planting, promising to guard its growth. Finally the ground was seeded down with grass seed, and early in the afternoon we left, feeling a little tired, but on the whole, well satisfied with the results of our day's work.

MARY L. DEBELLE.

#### THE ROYAL CANADIAN ACADEMY OF ARTS.

THE annual exhibition of pictures of the Royal Canadian Academy of Arts was opened on Thursday evening last, by a private view. Addresses were given by the President, Mr. L. R. O'Brien, the Hon. G. W. Allan, the Hon. G. W. Ross, and Dr. Daniel Wilson, President of University College. The last was a most interesting and instructive speech. Dr. Wilson sketched, very briefly, the history of art, keeping in view the fact that in all countries art flourished most successfully in periods of political freedom. He traced the connexion between these from the days of Phidias and Apelles in Greece, when after the Persian wars, art—especially sculpture—made so great an advance, through

Rome, Constantinople, Florence, Antwerp, Venice, etc. Dr. Wilson concluded by hoping that Toronto would at no very future date possess a gallery of sculpture and painting of some real merit, expressing the opinion that the greater part of the contents of the Education Department was "rubbish." He hoped, too, that Toronto might some day gain for itself a name as a centre of fine art.

#### EAST BRUCE TEACHERS' ASSOCIATION.

THE annual meeting of the East Bruce Teachers' Association was held in the public school, Paisley, on Friday and Saturday, May 8th and 9th. In the absence of the President, Miss Jelley, Vice-President, occupied the chair. The first subject discussed was the "Teacher out of School," introduced by Mr. Huston. A number of ways were pointed out by which the teacher might increase his usefulness out of the school-room. The President, Mr. Robb, having arrived, Miss Jelley now vacated the chair. Mr. Keyes then dealt with "spelling," showing when it should be taken up, how it should be taught, and the importance of good spelling. The exercise was continued by Messrs. Robb, Smith, Huston, Simmons, Munro, Clendening, Miss Jelley and others. The librarian's report and treasurer's statement were then read. The latter showed a balance on hand of \$89.02. The reports were adopted.

Representatives of the *Educational Monthly*, *EDUCATIONAL WEEKLY*, and *Canada School Journal*, were then heard, offering their papers at 85 cents, \$1.50, and \$1.50, respectively, to clubs of more than 20. The Association resolved to pay 30 per cent of the subscription price of any of their journals to each member, out of the funds in the treasurer's hands. Mr. McCool led in the discussion of uniform promotion examinations, giving several cogent reasons why they should be introduced. Messrs. Clendening, King, and Simmons, strongly opposed the adoption of any system of the kind suggested, while Mr. Munro as strongly spoke in favor of them. After a few remarks from Mr. J. J. Tilley, showing their success elsewhere, Mr. Munro moved and Mr. Butchart seconded the following resolution, which was carried by a large majority:—"That in the opinion of this Association the adoption of a uniform promotion examination system would have a beneficial effect on the schools of the district, and that a committee be appointed to endeavor to make arrangements for its introduction." A committee, consisting of Messrs. King, Robb, Telford, Butchart, Munro, and Misses Robertson, Jelley and McNeil, was afterwards appointed to prepare its report on these examinations, and report at the next general meeting.

Mr. McKay briefly took up "Book-keeping," and gave the leading principles to be kept in view while teaching it. Mr. Tilley then delivered an excellent address on Geography, and gave many hints as to how it could be taught in a thoroughly scientific manner. The President's address on "Our Position" was humorous and instructive, and showed a deep desire for the promotion of the best interests of the profession. Questions for the question-drawer were then collected, and a committee consisting of Messrs. Telford, Beaton, McIntosh, and Misses Hamilton and McNeil, was appointed to answer them at a later session.

A very large and attentive audience assembled in St. Andrew's church in the evening. The reeve, Mr. Bain, presided. Misses McArthur, Duncan, Hargreaves, and Mr. Bone, supplied choice music. Readings were given in good style by Miss Baird and Mr. Telford. Rev. J. B. Duncan delivered an interesting, sympathetic and earnest address to the teachers present. The excellent lecture by Mr. Tilley on the "Relation of the State to Public Education," contained much wholesome counsel to teachers, parents, and trustees.

It was decided to hold another meeting of the Association in September, and a vote between Warton and Walkerton as the place of meeting resulted in a tie, which was decided by the president in favor of the former. Mr. Tilley then proceeded to state his methods of teaching fractions, which commended themselves to every teacher in the room. His mode of procedure with the class of pupils was admirable. The election of officers was then proceeded with and resulted as follows:—President, Mr. R. M. Munro, Paisley; Vice-President, Mr. W. H. Hicks, Warton; Secretary, Miss Jelley, Paisley; Treasurer, Mr. W. S. Clendening, Walkerton; Executive Committee, Messrs. Butchart, Huston, McCool, Wright, and Miss McNeil.

Mr. Tilley then gave his last address on the "Relation of the Teacher to his Work." He contended that a teacher owes duties (1) to the parents, (2) to the trustees, (3) to his pupils, (4) to himself. The three grand qualities requisite for success were (1) love for his work, (2) patience, (3) cheerfulness. Mr. Tilley's last address was certainly his best. His words were warm, earnest and practical, coming from a man breathing the true spirit of a teacher, from one who knows what teachers' difficulties and trials mean.

Mr. Telford moved, Mr. Clendening seconded, "That the East Bruce Teachers' Association heartily approve of the action of the Hon. G. W. Ross, Minister of Education, in appointing a Director of Teachers' Institutes, and that we hereby tender our sincere thanks to Mr. Tilley for his valuable assistance and able address."—Carried unanimously.

Mr. Telford and Mr. Munro were elected delegates to the meeting of the Provincial Teachers' Association, to be held in Toronto in August. Messrs. Beaton and Telford then disposed of the question-drawer, giving many useful suggestions and solving difficulties met in actual school-work. Thus ended perhaps the best meeting ever held in the history of the Association. There were not less than 100 teachers present. Much good seed was sown. The fruit will be seen after many days in the schools of East Bruce.

THE Summer School of Languages at Amherst College will be in session from July 6 to August 7.

AN act passed by the present Legislature of Minnesota enables women in that State to vote for county superintendents of schools.

THE next annual meeting of the State Teachers' Association, to be held in Harrisburg, July 7th, 8th and 9th, promises to be of more than ordinary interest and profit to the teachers of Pennsylvania.

THE bill to allow women to vote for county superintendent of schools was lost in the State Senate of Minnesota by a vote of forty-seven nays to thirty-six yeas.

THE poet Whittier has been reading Judge Tourgee's *Appeal to Caesar*, and expresses himself as deeply impressed with its facts and its argument respecting the need of compulsory education at the South.

THE United States Government supports eighty-one boarding schools, seventy-six day schools, and six manual labor schools, for the education of Indians, and the demand for increased facilities is urgent.

THE celebration of "Arbor Day" by the schools, which was inaugurated in Cincinnati in 1882, has become quite general in Ohio, and has been followed in West Virginia, Indiana, New Jersey, Kansas, Nebraska and other States.

THE University of Virginia has, in one respect, taken a wide departure from the "Jeffersonian principles" on which it was founded. It has had chaplains for several years, and has just dedicated a new chapel, to be used for the religious services of the college.

MR. PHELPS, the newly-appointed Minister to England, is tall, with a slight, elegant figure. He dresses in black, and has great dignity of manner; his eyes and hair are black and his complexion olive. He wears small side-whiskers, slightly gray. He is about sixty years of age.

WE learn of the steady growth and encouraging prospects of the University of Nebraska, located at Crete. The efforts of self-denying men, who, aided by Eastern generosity, are laboring to build up important educational institutions in the great West, are worthy of all praise.

HOWARD UNIVERSITY, at Washington, has just graduated twenty-nine young men from its medical department, ten of whom are colored. It has fifty students this year in its theological department, two of whom are white and the remainder colored. The number of students in all departments is 404.

A LARGE number of teachers this spring, says the Indianapolis *Educational Weekly*, whose schools have closed, or are about closing, are preparing to attend Normal schools somewhere. We have more enquiries than ever before for a good Normal school. The teachers do not mean to be slow about preparing themselves to do their work well.

THE House of Representatives of North Carolina has passed the "University Bill." This act provides an additional appropriation of \$15,000 annually in aid of the University and establishes a Chair of Pedagogics as a part of the regular course of instruction. The Summer Normal School at Chapel Hill is thereby abolished, and the \$2,000 which has been used for this purpose is returned to the State Board of Education, to be divided among the other Normal schools of the State.

THE recently instituted school savings-bank in the Third Ward of Long Island City is proving highly successful. The scholars contributed on a recent Monday \$30.08, which, with the amount previously collected, makes a total of \$69.83. Fifty more of the pupils received bank-books the same day. The enthusiasm shown by the children before the opening of the studies on Monday was a pleasant spectacle. There is no doubt from the interest taken in the project by the children that it will prove a thorough success and produce the most satisfactory results.

THE question of judgment as to the ten leading daily newspapers of America having been submitted to the readers of *Queries*, a monthly published at Buffalo, that periodical gives the result, \$99 votes having been cast. The ten papers receiving the largest vote, in their order, are: New York *Herald*, New York *Tribune*, New York *Sun*, Boston *Herald*, Chicago *Tribune*, Louisville *Courier-Journal*, New York *World*, New York *Times*, St. Louis *Globe-Democrat*, Philadelphia *Public Ledger*. The first named had 93 and the last 35 votes. The Albany *Journal* was favored with the same number of votes as the Boston *Advertiser* and the New Orleans *Times-Democrat*—four each.

A LARGE and influential meeting was held in the dining hall of University College, Toronto, on Monday evening, at which it was decided to hold a University dinner on the evening of Convocation, on the 10th June next. Mr. H. T. Beck occupied the chair. The meeting was enthusiastic, and evinced a determination to make the dinner a pleasant re-union of graduates and undergraduates. A large committee was appointed with power to add to their number. The following compose the committee: Vice-Chancellor Mulock, Professor Loudon, Mr. Baker (Dean of Residence), Mr. Beck, Mr. Falconbridge, Mr. VanderSmitten, Dr. Ellis, Mr. D. A. O'Sullivan, Rev. Father Teefy, Mr. Kingsford, Prof. Galbraith, Messrs. Keyes, W. J. Loudon, McDougall, Cane, W. F. W. Creelman, T. A. Haultain, A. B. Cameron, Smoke, W. F. Maclean, W. G. Eakins, G. G. S. Lindsey, T. Mulvey, J. W. Reid, Bowes, W. H. Blake, T. C. Milligan, Irving, Wilton, J. G. Holmes, Vickers, H. E. Irvin, McLeod, D. McKay, A. C. McKay, McGirr, H. J. Hamilton, J. A. Collins, Mercer, McMurchy, R. McDonald, Sykes, Logan, McCulloch, George Scott, G. Hunter, Barton, Hodges, Chisholm.

## The University.

### COBOURG ALUMNI ASSOCIATION.

THE largest, most enthusiastic, and most important alumni meeting that has ever assembled in Victoria University was held at Cobourg on Tuesday evening, May 12th. So great was the interest that, although speeches were limited to ten minutes each, the meeting lasted until nearly three o'clock in the morning, and then broke up having exhausted their strength though not the subject.

The students are largely in favor of removal, and about evenly divided on the question of confederation. Of the graduates present the meeting stood about evenly divided. In favor of confederation were principally Messrs. Burwash, Mills, Antliffe, Ryckman, Clarkson, Potts, Dewart, Ferris; while opposed were Messrs. Sutherland, Hough, Badgely, Stone, Kerr, McLaren, Dumble; and many others somewhat undecided. If we may judge the future from the attitude thus far manifested the fight will be long and keenly contested, with the chances slightly in favor of confederation. The unanimous verdict was that, come what may, Victoria as an arts college must remain, though absorption is feared by many, should this ultimately take place on the present basis. There was a fair representation of Albert men, and they have reason to feel elated over the success of their former students. Two of the graduating class are former students of Albert College; one has taken two gold medals and the other a gold and a silver, far outstripping their competitors. Principal Austin was elected to the presidency of the Alumni Association, just vacated by Rev. D. G. Sutherland.—*Com.*

## Correspondence.

### A SCHOOL OF ELOCUTION FOR TEACHERS.

To the Editor of the EDUCATIONAL WEEKLY.

DEAR SIR,—There is a difficulty experienced by many teachers in getting students to speak out clearly and distinctly. It appears to be of little use to urge them to remedy this defect, and their failure suggests its fundamental nature and the necessity of radical treatment.

The causes of the defect appear to be improper lung management, and the neglect to open the mouth well in speaking. Perhaps the remedy may be found in a method of teaching reading that regards instruction in the management of the lungs and mouth as essential. It is now time that teachers should be given the opportunity of acquiring the latest and best methods of teaching the important subject of reading.

The Minister of Education took a step in the right direction when he established a free School of Art. And now he would confer incalculable benefits upon the boys and girls of Ontario by establishing a free Summer School of Elocution for their teachers.

A. F. AMES.

## Examination Papers.

### ADMISSION TO HIGH SCHOOLS.

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

#### GRAMMAR.

DECEMBER, 1876.

1. Parse: The sun being now nearly twenty degrees above the horizon, our mountain shepherds thought themselves justified in leaving their flocks to graze a little while unattended.

2. Analyse: "Having received the usual permission from the surgeon—there being no sickness on board—we cast anchor in the roads opposite St. James' Valley, within a quarter of a mile from the island."

3. Write the plural nominative of sheep, species, bean, cherub, solo, Mr.; the possessive singular and plural of chimney, sky, lass; the comparative and superlative degrees of many, tedious, holy; and the past tense, present participle, and past participle of rear, beseech, singe, dun, die, ply.

4. Correct any mistakes in the following sentences, giving your reasons:

- (1) I seen him a good ways up the street.
- (2) Me and you was both at school together.
- (3) That there figure didn't ought to have been substracted.
- (4) That is a secret between him and me.

5. Classify adjectives, and give an example of each class.

6. Give the rule for the use of the relative pronoun *that*.

JULY, 1877.

1. Parse: Not seeing his way very clearly out of these difficulties, Charles was fortunate enough to discover an agent equally skilled in baffling his adversaries' schemes and in concealing his own.

2. Analyse: "The yeomen looked on each other confusedly and with hesitation, the apprehension of so strange a danger prevailing with those who feared no other."

3. Write sentences showing the several ways in which "who" and "that" are used.

4. Give the plural of hero, crocus, genus, genius, valley, lily, bandit, Swiss, appendix, sheep, +, s, cargo; and the possessive singular and plural of beau, mouse, omnibus, German, Mary, ox, lieutenant-governor, court-martial.

5. What is the meaning of Word, Inflection, Parsing, Weak Conjugation?

6. Write the present participle, the past participle, and the second person singular of the present and past tenses of sit, do, go, catch, eat, tear, set, rely, lose.

7. Correct any mistakes you detect in the annexed sentences, giving your reasons:

- (a) If he was me he would have done very different.
- (b) He made a few memorandas to assist his clerk's memory.
- (c) Jane got on quicker in her studies than her.

(d) Each of you must attend to your own desk.

(e) I hardly know who to make my complaint to.

DECEMBER, 1877.

1. Parse: "Sunday after Sunday he had the keen delight of seeing Crimean officers from Aldershot and Sandhurst in his congregation."—*Life of Charles Kingsley*.

2. Analyse: Having heard the same preaching for fifteen years, he had ceased to admire it.

3. Define Case, Gender, Number, Person, Verb, and Adverb.

4. Give the plural of monkey, wharf, staff, potato; the singular of neckties, brethren, dairies; the feminine of negro, hero, nephew; the comparative and superlative of beautiful, pretty, fair; the third singular present indicative active of buy, fry; the past participle of meat, beat, seat; the present participle of get, fire, occur, differ, die; and the possessive case of who, ladies, one, he.

5. Quote the rule of syntax violated in each of the following sentences:

Between you and I this must not be allowed any longer.

I wonder how he ever came to befriend such a criminal as me.

Neither John nor James nor Mary have found it.

There is several boys in the room.

6. Correct the following expressions:

Them nuts is mine.

I kind of thought that Tom was there.

I understand  $\frac{3}{2} = 1\frac{1}{2}$  to mean that three twos equal one and a half.

JULY, 1878.

1. Explain the meaning of Etymology, Common Gender, Infinitive Mood, Passive Voice, Subordinate Conjunction, Pluperfect Tense.

2. Time after time did this admirable parent seek to win her froward child back to his duty, fondly imagining that a mother's love must be the most potent of all influences.—Parse this sentence.

3. Analyse the following: "The Lords refusing to concur, the Commons voted that the supreme authority resided in themselves, and had the House of Lords closed."

4. Write the plural of attorney, tobacco, medium, Mussulman, wharf; the positive and superlative of better, worse, more, former; the past tense, the present participle and the past participle of arrive, swing, sit, die, choose, lay, burst.

5. Correct the following sentences, and give the rule in each case:

(a) Him and me went to town yesterday.

(b) Not one in fifty of these writers can express themselves with correctness.

(c) Our happiness or misery are, in a great measure, placed in our own hands.

(d) He was drove that hard that he soon throwed up his situation.

6. What kinds of adjectives cannot be compared, and what nouns have the same form in both numbers?

DECEMBER, 1878.

1. Parse—"So signal a victory, gained by a small force, is one of which every loyal British subject in America may well be proud."

2. Analyse: "Irritated at this false alarm, we determined to avenge ourselves by going and tormenting the Strokr."

3. Explain the meaning of Subjunctive Mood, Participle, Abstract Noun, Superlative Degree, Relative Pronoun, and Progressive Form.

4. Correct the following sentences, and give your reasons:

(a) My head pains me very bad.

(b) I cannot find out neither where the lesson begins nor where it ends.

(c) Will you lend me them books?

(d) Bread is more nutritious, but not so cheap as potatoes.

(e) I started a week ago from last Saturday.

5. Write the feminine of sultan, stag, baker; the plural of dwarf, staff, and glory; the positive of less, more and farther; the past participle of go, come and sink; the possessive plural of boy, lady, mechanic, man and jay; the objective of which, he, that, they, and you.

6. How do you find—

(a) The number of a verb?

(b) The case of a relative pronoun?

(c) The tense of a verb?

JULY, 1879.

1. Define: Abstract Noun, Participle, Subjunctive Mood, Auxiliary Verb, Relative Pronoun, and Subordinate Conjunction.

2. Parse the following sentence: "While Robert Bruce was gradually getting possession of the country, and driving out the English, Edinburgh, the principal town of Scotland, remained with its strong castle in possession of the invaders."

3. Analyse: "These edifices, as it has been shown, were great national monuments, upon the walls of which were represented in sculpture, or inscribed in alphabetic characters, the chronicles of the empire."

4. Correct the following sentences, and give reasons for the corrections:

(a) Miss Smith, can I take a drink, please?

(b) If any one was omitted let them now say so.

(c) What signifies fair words without good deeds?

(d) between you and I, I think 'tis him.

5. Write the plurals of folly, chimney, deer, sheaf and chief; compare well, much, wisely; write the first person plural of "to call," in the emphatic, progressive and passive forms of the past indicative; and the past participles of "to lie," and "to lay."

6. (a) Write a sentence containing two verbs, one in the subjunctive mood and one in the infinitive.

(b) Write a sentence containing a noun in the objective case without a governing word. Draw a line under the noun.

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