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# The Canada School Journal.

## AND WEEKLY REVIEW.

VOL. X.

TORONTO, JUNE 11, 1885.

No 23.

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### The Canada School Journal and Weekly Review.

Edited by J. E. WELLS, M.A.  
and a staff of competent Provincial editors.

An Educational Journal devoted to the advancement of Literature, Science, and the teaching profession in Canada.

#### —O—T E R M S —O—

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### The World.

The condition of the labouring classes in the United States must be serious indeed. It has been estimated that from 350,000 to 500,000 artisans are out of employment, and now 100,000 iron workers in Western Pennsylvania have refused to accept a reduction of wages and gone out. There are immense reserves of capital in the banks. Some new and better means of adjusting the relations between labor and capital are urgently needed.

The world's iron trade is likely to be revolutionized by the new Clapp-Griffith's steel process. The product is said to be a steel very low in carbon, "which can be worked and welded as easily as the softest iron." Competent authorities declare that this process will successfully rival the Bessemer process, and will probably check the importation of iron ores to this continent. One great advantage, in which Canada should share, will be that of "utilizing the high-phosphorus ores of the Lake Superior region at better prices," as ores heretofore of no use on account of their phosphorus will now be available. Bradstreet's predicts that as puddling will be largely done away

with some considerable quantity of labour will be displaced, but in the long run the greatest good of the greatest number will be subserved.

The approaching general election in Great Britain bids fair to be not very unlike a revolution. The fact that under the new Bill a very large number of new voters will be enfranchised and that no one seems able to predict with any confidence what effect the change will have upon the strength of parties, seems to have had a very dispiriting effect upon many members of Parliament. It is said that not half of those now occupying seats in the House will seek re-election. It is pretty clear, however, that whichever party gains the victory democracy is sure to win, for even the would-be leader of the Conservatives, Lord Randolph Churchill, propounds some very democratic doctrines. Some measure of partial self-government for Ireland is as sure as anything depending upon political events well can be. Politicians and people are now familiar and even enamored with an idea which but a few short years since would have been considered utterly utopian.

We have several times referred to the singular constitutional struggle which has been going on in Denmark for many months past. The tension still continues and becomes greater daily. A new Rigsdag or Parliament will meet in November, and the indications are that it will be even more radical than its predecessor. Notwithstanding the refusal of the House to pass the Supply Bill, the infatuated King Christian has thus far been able to carry on the government and sustain his ministers. But a crisis is evidently near. Rifle clubs are being organized throughout the country, and every one is furnishing himself with weapons, and learning how to use them. The supporters of the Government, the nobility and the office-holders are said to be buying Krupp guns and presenting them to the king, for national defense. A revolution may be looked for in the near future.

If the cablegrams may be relied on, there are very serious dissensions in the British Cabinet. These are said to grow partly out of the objections of the more Radical wing of the Cabinet, represented by Mr. Chamberlain and Sir Charles Dilke, to the renewal of the Crimes Act in Ireland, and partly out of their desire to embody some very radical planks in the platform of the party for the approaching elections. Amongst those planks are, it is alleged, reforms in the constitution of the House of Lords, in the law of entail, and in the British Land Laws, and also a very large instalment of self-government for Ireland. The situation is full of interest for the student of political economy, and of modern constitutional government. Mr. Gladstone's mind is by no means constitutionally radical. He has always proceeded cautiously, and step by step, in the work of reform with which his name is so closely identified. There is no finality in political movements and there are no doubt stirring agitations still in store for the Mother country.

## The School.

Supt. S. T. Dutton, in the article in the *Andover Review* to which we have before referred, says:—"Abstract and itinerant gossip about right and wrong in the school room creates a distaste for morality. Moral lessons clothed in concrete form may be given in such a way as to interest and impress the child." That we should say "depends." We scarcely know what is meant by "itinerant gossip, about right and wrong," but we are certain that judicious discussion even of abstract moral questions may be made very serviceable. The great truth that the question of right and wrong is ever and everywhere the first and highest question cannot be too sedulously inculcated. Nor are occasional and brief discussions of questions of abstract morals necessarily dry and uninteresting. Quite the contrary. There is that in the child's mind which responds readily and heartily to such themes when skilfully presented. The young conscience is tender and sensitive. The moral nature of the child readily recognizes that the moral element in actions is the fundamental element. The habit of moral thoughtfulness cannot be too soon put under cultivation.

President Wheeler, in the June number of the "Chautauquan," says that the relative pronoun is opposed by the tendencies prevailing in English syntax, and it will not be long before we shall begin to say "THE RELATIVE PRONOUN MUST GO." If we may judge by the difficulty which young writers and many who are not young seem to find in its use, the banishment of the relative would be a boon not only to amateur "literarians" but to many professionals. There is, probably, no other word in common use in the language which is subject to so frequent and flagrant misuse.

A weighty argument in favour of industrial education in connection with the schools of the future is the influence it will have in killing the lingering, absurd prejudice against manual labour. The penury and misery which are the outcome of this prejudice are incalculable. So long as multitudes of young men and women are to be found who will do and suffer almost anything rather than earn an honest living with their hands, the times will be out of joint for many. In the good time coming when the true dignity of manual labour shall be practically acknowledged there will be a vast decrease in the mass of the world's poverty. Industrial training in the schools will do much to hasten the day.

"The bill for Uniformity of Text-Books has been strangled in the Legislature, and one or two others bid fair to die 'a bornin.'" So says the *School Moderator*, of Grand Rapids, Michigan. Several of the States have tried the "uniformity" legislation and have invariably, we believe, repealed it after a short trial. The leading educators of the Great Republic are emphatic in its condemnation and it is doubtful if such an Act could now be passed in any State Legislature. It was left for Ontario, which boasts of the excellence of its free schools, and its high educational status, to fall back upon this cheap mechanical device—a device which discredits the intelligence of

teachers and school boards, handicaps educational authors and puts a premium on non-progressiveness in school literature.

We note that at one or two of the Teachers' Associations the use of the newspaper in the school-room has been warmly advocated. We have previously expressed our opinion that judiciously used, it might be made very serviceable. Its use would tend to lift history and kindred topics out of the misty past into the living present. It would give to the pupil an idea of reality, of actual relation to the moving world and every-day life, which he seldom gets from books. An article which we republish in another column urges strong objections on the ground of the bad taste, or immoral tendency, of much that appears in the modern newspaper. We do not suppose any teacher would think of putting even unobjectionable papers into the hands of pupils to be read indiscriminately, though no doubt very many of them have free access to the dailies at their homes. The unreliability of much that appears as news, is another almost equally serious difficulty. Half that appears as fact one day is contradicted the next. We hope to see the time when weekly or semi-weekly periodicals of the right stamp will be published specially for use in the schools. Such papers, ably edited, containing carefully prepared and simply written digests of the most important events in history, discoveries in science, contributions to literature; the most important movements in politics, morals, and religion, etc., would be invaluable aids to the teacher, and would supersede much less practical book work."

## A NEW LITERARY VENTURE.

The reading public, especially those who are interested in observing the progress of the healthful reaction in our institutions of learning in the direction of better literary culture, will look with some interest for the forthcoming volume by the students of University College. This work, which is to be published on Convocation Day, is to be made up of selections from articles and contributions that have appeared in the *Varsity*, the literary organ of the students of the College. This paper has improved wonderfully within the last few years and is now a very creditable school journal. The managers are doing wisely in giving the public a taste of its quality, if we may judge from the samples which have been already published from advance sheets.

The cultivation of the power of thought and expression is of the very essence of education. It is astonishing that it should not always have had a foremost place in the curricula of our colleges and universities, but as a matter of fact nothing has been more common in the past than to see young men graduating from the higher institutions who, whatever might be their proficiency in Latin or Mathematics, were utterly unable to write an English essay, respectable in either substance or form. Nor was this to be wondered at. The ability to think clearly and to express thought neatly and accurately, can be gained by the average student only by dint of persistent effort and practice. The increased amount of attention now being given to the study of the English Literature cannot fail to tell very favourably upon the literary ability of the students of the day.

Though, so far as we are able to learn, the subject of English composition is still very much neglected in the class-rooms of University College, the voluntary efforts of the students in their literary societies and their paper, are evidently doing much to remedy the defect.

Some recent utterances of Professor Hill, of Harvard University, set in a striking light the extent to which this matter of learning to write English is still neglected in some of the great Universities. Professor Hill has been since 1873 Examiner in this subject at Harvard. During those years he has read from 4000 to 5000 compositions on subjects drawn from books which the students were asked to read before examinations. Of the whole number he says that, "not more than a hundred—to make a generous estimate—were creditable" to the writers, in regard to either substance or form. Perhaps Professor Hill may have fallen into the essay error of trying the productions by too high a standard, but after all due allowance, the facts as he states them indicate a lamentable deficiency on the part of the average Harvard student in mastery of his own thinking powers, and of his mother tongue.

If we might be permitted to add to our congratulations, a mild criticism, we would suggest to the students of the University, that the name of their paper would be hard to defend on the ground of taste. No doubt they would repudiate the suggestion that the term "Varsity" is allied to slang, but to the uninitiated ear it is too suggestively like it. There is something in a name. Surely the resources which can give to the public a creditable book, can furnish an equally attractive and less harsh title for the College journal.

#### THE FORMATION OF HABITS.

The character might be not inaptly described as the sum total of the personal habits. As "the straw best shows how the wind blows," so the ordinary, comparatively unimportant act or speech affords a better guide to the real character than that which is studied and deliberate. In serious and critical cases the man has opportunity to take counsel with prudence, self-interest or expediency. He takes into account what the distant effects of his course of action may be, what others may think or say of it, how it will affect his reputation and future prospects, and governs himself accordingly. But the words spoken and things done on, as we say, "the spur of the moment," the perpetual succession of little actions which make up the bulk of every life, are more truly characteristic and may be regarded as the spontaneous outcome of what the man is in his own nature and training,

Education is largely a process of habit-forming. The most important work that is going on in the school room from day to day is the repetition of mental acts, which are gradually being crystallized into habits, under the operation of an irresistible law. These habits are all states of the one, indivisible mind, but may, nevertheless, for convenience-sake, be characterized as bodily, mental or moral, according to the modes in which they manifest themselves.

There is reason to fear that the tendency of the schools at the present day is in the direction of undervaluing bodily

habits. In the reaction from the stiff posturing and petty formalism which made many of the old time schools butts of vulgar sarcasm the pendulum has perhaps swung to the other extreme. To permit school children to occupy awkward or uncouth positions, or to indulge in disagreeable and offensive personal practices is to neglect an important duty, and to inflict often a life-long injury. To guard against whatever may be injurious to health, tend to physical deformity, or render the coming man or woman socially offensive, is surely one of the first obligations of the true teacher, an obligation springing directly from his superior knowledge, and his intimate relations to the pupil. Which of us has not met with individuals not lacking in intelligence or good sense, who yet are rendered personally disagreeable, and perhaps intolerable to the society to which they belong by place and education, simply because of some offensive habit, which could have been easily corrected in childhood or youth, but has become well-nigh inveterate.

Intellectual habits are of the very essence of education. By repeated acts of reasoning, comparing, discriminating, etc., the process becomes easy, the power is developed, and the habit established. This thinking habit is what chiefly distinguishes the educated from the uneducated. The man to whom the exercise of each faculty of mind has become easy through habit, brings all his powers of thought to bear instantaneously upon any matter of interest or importance, while he who has formed no such habit finds it laborious and fatiguing, if not impossible, to concentrate his mental forces at will upon any object, however worthy of attention.

The same law holds good in the moral sphere. One of the broadest moral differences between individuals is in regard to the habit of moral reflection. One is accustomed to think about the right and wrong of things. The other is not. Two persons may be conceived as equally conscientious, in so far as disposition to do what they see to be right and to avoid what they see to be wrong, is concerned. But, in a given case, the one unhesitatingly obeys self-interest, or impulse, or fashion, simply because he has not formed the habit of scrutinizing the moral quality of actions, while the other, clearly discerning a moral principle at stake, sternly refuses to do what is seen to be wrong.

Our aim is not to elaborate but merely to suggest else we might follow out the workings of this law of habit in a thousand ramifications in every-day life. A couple of illustrations must suffice.

Note the social and business value of the habit of mental accuracy. "Whatever is worth doing is worth doing well," is a law as forceful in its application to mental as to mechanical acts. The child should be taught to remember that everything is exactly this or that, and not indefinitely so. Some persons seem never able to fix any fact clearly and definitely in mind. They see every object as if through a kind of mental haze. They never can describe anything exactly, or remember any facts or figures definitely. Their minds have never been properly trained to clear, close, accurate observation.

Note again the incalculable value of such a habit as punctuality. The teacher who insists upon a time for everything and everything in its proper time is not only making his own

work easy, but is helping his pupils to acquire habits which will tell upon their welfare in all after life. For want of early training in order and punctuality many persons are always making blunders and failures. They forget the exact moment of an appointment and so lose the main chance. They rush to the railway station after their train has gone, and so disappoint waiting friends, or incur loss in business. These are but simple, commonplace illustrations. The teacher can set no higher aim before him than that of aiding his pupils to form correct habits of thought, speech and action,—correct habits, physical, mental and moral.

## Special Articles,

### THE UNAPPRECIATED TEACHER.

Skilled labor is always in demand. The best men in any vocation, whether it be a trade or profession, are always sought for, and command the highest price. The world is usually a fair judge of a man's worth and his market value tells more closely than any words can tell how much he is worth to any individual or community who may be in need of services such as he can render. The man who is not "appreciated" is a scarce article. The teacher who year after drudges through the so-called duties of school-room life and receives but condemnation and fault-finding where he deserves praise is of doubtful existence. Could the scales fall from such a teacher's eyes, and could he see himself as others see him, he would probably find a more potent reason than any that has heretofore suggested itself to his mind for lack of success and appreciation. If you are in a poor position, do not content yourself by grumbling at fate and bemoaning your unlucky state, but manfully go to work and fit yourself for a higher standard in your profession. When you will have done this you will at once rise to your level, and the position that you deserve will be in waiting for you.—*Educational World.*

### THE INFLUENCE OF POETRY.

BY MISS MAGGIE JONES.

[A paper read before a Teachers' Convention, at Minnedosa, Manitoba, October, 18th, 1884.]

I imagine there are many who when they hear poetry announced as my subject shrug their shoulders, and only say, "Poetry to the winds. Give science free course!" This is no age for dreamers, and there is no need of encouraging them to fill the editor's waste basket." But in sympathy for these editors let us as teachers find out and cultivate the true poetic sentiment, which, when one possesses, he dares not insult by clothing in the tawdry dress of unbecoming words. The majority of us prefer being silent, when we see our thoughts in the language of the great masters of poetry. There is a tendency to cultivate the reason to the neglect of the imagination. What is this but preparing men to put together the coincident angles and sides of the vast geometry of the universe without noticing the beautiful curves that are produced. We may see the time when these lines and curves and angles will be found to fit together, and form one circle. Who among us would appreciate the great poem? Would it not be those who detected all along that the cream of science is poetry? What is poetry? It is the appreciation of the beautiful. The essence of beauty is purity, color and form are only its habiliments. To learn poetry we should go first to the embodiments of beauty, not to descriptions of them, just as we learn color, size and number from objects, not from

words; in a word, just as the concrete precedes the abstract. Let every teacher get as near to nature's heart as possible. But she is coy, and will not be approached by the rude one indifferently. She is pure, and requires at least a longing for purity from those whom she would influence. Who ever saw a lover of nature coarse or degraded? View often her blushes of morning, her calm rest of evening, her frowning thunder clouds and lightning flashes, her gay dress when fresh and young, her sombre garb when old and withered, and the hopes of youth are falling thick in the blast. How every phase or fact of nature reflects a corresponding truth in the reflective and experienced mind. The silver-edged cloud, the rainbow bridging over many a chasm, the gentle shower, the snow-capped mountain, the illimitable space, has each its peculiar, due meaning. It is not necessary that the influence of such objects be expressed in words to prove the existence of a poetic mind. It is enough only to see them, and be glad, reverential, restful. Perhaps the language the soul would like to use will form part of the new song that we are to learn hereafter. Poetry does not shed its best influence on a man until he has learned the religion of Christ by heart. Then the halo of love that is thrown over all beautiful scenes makes them doubly attractive. Such a mind views nature in the light of a shareholder, and rejoices in the sure hope of one day understanding the simplicity and harmony of all nature, and reveling in its beauty. God is enthroned on the summit of his mountain thoughts, and Deity is seen from every elevation of the soul.

We will turn now to the subjective poetry of books, and here let us notice the importance of good training in the objective poetry of nature, such a training as will prepare the student to cull from the garden of poets such flowers as are pure and fragrant. The imaginative person is never lonely with the poets for companions. He can go wherever a fancy calls. He is present when the fair Helen is carried off to Troy, and hears the fierce battles rage on its plains. He watches their hero pursue his varied course under the care of the gods from Iion to Ithaca, and rejoices at his reunion with the constant Penelope. He is a guest at the feast of Alcinous and sees Ulysses, softened by the martial strains of the lyrist, draw the purple vest before his eyes to conceal the falling dew. With Sappho he breathes the pure air of Greece, wanders about its cavernous coast, its dewy lawns and fairy arbors, and is charmed by Grecian music, love and beauty. With Dante he stands at Hell's-gate and hears the dreadful wailing of the lost. He enters and sees the dreadful shapes as vividly as the furniture of his own room. Nor are the days of chivalry less vividly brought before his eyes by the poetry of the Troubadours, the tales of Canterbury, the poems of Ossian. The Faerie Queen stands before him the embodiment of beauty, virtue and truth. If he wish to look into the recesses of human nature, to have a side view of the main-spring that moves its complicated machinery, let him read Shakespeare. There he can discern the passions, prejudices and principles of humanity. He can view all the world as a stage, and the men and women as actors. Or if his imagination seek a bolder flight, let him go with Milton through the vast profundity obscure. See the great chieftain of the fallen as he stands, and for the first time, casts a look over the arid plain and burning lakes of his domain, and exclaim, 'Is this the region, this the soil, the climate?' Witness the hellish throng gather round their leader to hear his speech from that high throne which far outshone the wealth of Ormus or of Ind. Hear too the harmonious sound of the golden hinges as the doors of heaven open wide to let cut the King of Glory and his celestial equipage coming to create new worlds. Take a pilgrimage with Byron to the sanctuaries of nature, or an airy flight with Tennyson, and look through the poet's glass which casts a dreamy haze over all. Be at home sometimes with the poets of the West, where the world seems fresh from the workhouse of God.

It may be said of the poet as Ruskin says of the winter. He makes his student at home with his own strong feelings and quick thoughts, and leaves him more than pleased, amused and instructed under a sense of having held communion with a new nature.



18. A steambot runs 78 miles in 6 hours and 20 minutes, her engines making 19 revolutions per minute. How far is she pushed forward by each stroke of her engines?

$$380 \text{ min.} \times 19 = 7220 \text{ strokes}$$

$$78 \times 5280 = 411840 \text{ feet.}$$

$$722 \overline{)411840(57\frac{1}{2}} \text{ feet.}$$

19. Divide \$345 betwixt A B and C so that B will receive \$5 for A's \$4, while C receives \$6 for A's \$5.

$$A \ \$20 \times 5 = \$100.$$

$$B \ \$25 \times 5 = \$125.$$

$$C \ \$24 \times 5 = \$120.$$

$$69 \overline{)345(5}$$

$$345$$

20. Find value of 78 miles, 1 furlong, 30 poles, 5 yards, 1 foot, 6 inches, at £3 17s. 6d. per mile?

£3 17s. 6d. by practice.

78. 1. 30. 5. 1. 6.

1 furlong.	$\frac{1}{10}$ $\frac{1}{10}$ $\frac{1}{10}$ $\frac{1}{10}$ $\frac{1}{10}$	302	5	0
20 poles.		9	8	$\frac{1}{2}$
10 "		4	10	$\frac{1}{2}$
5 yds. 1 ft. 6 in.		2	5	$\frac{1}{2}$
			2	1
		£303	2	2

21. Bought goods to the value of \$960 at 6 months, paid \$384 down; when is balance due?

$$960 \times 6 = 5760 \text{ entitled to for } \$1.$$

$$384$$

$$\overline{)5760(15}$$

5760 in 10 months is balance due.

22. Received a check on the Bank of B. N. A. for £306 15s. 9d. What is its value in currency?

$$20 \ 4$$

$$\underline{4} \quad 36$$

$$158.4 \quad 5$$

$$3 \ 00 \ 12 \ (180$$

$$\underline{15} \quad 15$$

$$\$1587.15$$

Ans. \$1587 15.

23. What is a fraction? And give examples of the six kinds of fractions. No working required.

24. What is Arithmetic? Define, abstract and concrete numbers; and what is meant by the "local" and "intrinsic" value of a number. No working required.

25. Simplify

$$(1) \left\{ \frac{4\frac{1}{2} - 3\frac{1}{2}}{\frac{1}{2} \times 7\frac{1}{2}} \right\} = \frac{1^2 - 1^2}{\frac{1}{2} \times \frac{1}{2}} = \frac{1^2}{\frac{1}{4}} = 4 = \text{Ans.}$$

$$(2) \frac{4\frac{1}{2} - \frac{1}{2} \times \frac{1}{2}}{\frac{1}{2}} = \frac{3445}{7458} = \text{Ans.}$$

$$= \frac{3445}{7458} + \frac{1}{2} = \frac{3445 + 3729}{7458} = \frac{7174}{7458} = \text{Ans. 7.}$$

### Examination Papers.

#### DRAWING.

BY WILLIAM BURNS, HIGH SCHOOL, BRAMPTON.

FOR FOURTH CLASSES.

1. Draw a line 3 inches long—on one side of this place a pentagon and on the other a hexagon.

2. Draw two interlacing equilateral triangles of 3 in. side (and  $\frac{1}{2}$  inch width of side)—the vertex of the one being 1 inch above the side of the other.

3. Draw one ellipse whose axes are 4 inches and 3 inches. Within this ellipse inscribe a circle, so that its diameter shall be the shorter axes.

4. Draw a square of 3 in. side; mark its diagonals, bisect them and draw the portion of the circle that would fall within the square if drawn from these points as centres, and half the semi-diagonal as radius.

5. Draw a circular clock face. On it place the Roman numerals, and the hands pointing to half-past nine.

6. Draw picture of four slates laid one over the other, so that a portion of each of the under three is visible.

### Practical Department.

#### ARNPRIOR HIGH SCHOOL.

EXAMINATION PAPER.—ENGLISH LITERATURE.

1. "Our intellectual faculties are reducible to three simple modes of working." Name them and give the figures founded upon the first.

2. Define, and give examples of Hyperbole and Climax. Explain these figures on Psychological principles.

3. Name the chief sources of Brevity. Name and define the violations of Brevity.

4. (1) With regard to Thought or Meaning, what are the two chief qualities of style? (2) With respect to Feeling, what are the two contrasted qualities of style, and to what sides of our nature do they respectively answer?

5. (1) What is meant by strength in style? (2) What are the three forms of the feeling? (3) What are the three conditions necessary to constitute the sublime in composition?

6. What is meant by the Ludicrous? Define humour.

7. Recast so as to make the meaning clearer, the following:—(1) The wise man is happy where he gains his own approbation, the fool when he recommends himself to the applause of others." (2) "A minister noted for prolixity of style was once preaching before the inmates of a lunatic asylum. In one of his illustrations, he painted a scene of a man condemned to be hung, but relieved under the gallows."

8. Criticize generally Byron's sonnet on Chillon, commencing:—

"Eternal spirit of the chainless mind!  
Brightest in dungeons, Liberty! thou art  
For there," etc.—

Many teachers have required their pupils to write descriptions of pictures. How many have asked the pupils to draw pictures to illustrate a description? Let the teacher write on the board a simple description and ask the pupils to draw the scene described. This will compel the pupils to read the description correctly—that is, get thought. It throws them upon their individuality. They must think and express their thought in drawing. The drawings may be rude at first, but they will be of much educational value because they represent thought and action.—*The Iowa Teacher.*

#### THE TEACHER'S DREAM.

For Friday Afternoon Recitation.

The weary teacher sat alone  
While twilight gathered on;  
And not a sound was heard around—  
The girls and boys were gone.

Another round, another round  
Of labor thrown away;  
Another chain of care and pain  
Dragged through a tedious day.

"Of no avail is patient toil,  
Lov's strength is vainly spent,  
Alas!" he said, and bowed his head,  
In lonely discontent.

But raising soon a saddened face,  
He started back aghast,  
The room by strange and wondrous change  
Grew to proportions vast.

It seemed a senate hall, and one  
Addressed a listening throng;  
Each burning word all bosoms stirred—  
Applause rose, loud and strong.

The sad spectator thought he knew  
The speaker's voice and look,  
"And for his name," he said, "the same  
Is on my record book."

Slow disappeared the sonata hall,  
A church rose in its place;  
A preacher there outpoured a prayer  
Invoking Heaven's grace.

And though he spoke in solemn tone,  
And though his hair was gray,  
The teacher's thought was strangely wrought,  
"I whipped that boy to-day."

The church was gone—a chamber dim,  
Was next obscurely shown;  
There 'mong his books with earnest looks,  
An author sat alone.

"My idlest lad!" the teacher said,  
Filled with a new surprise;  
"Shall I behold his name enrolled  
Among the great and wise?"

Now rising humbly to the view,  
A cottage was descried;  
A mother's face illumed the place,  
Her spirit sanctified.

"A miracle!" the teacher cried,  
This matron well I know,  
Was but a wild and careless child,  
Not half an hour ago.

"And when she to her children speaks  
Of duty's golden rule,  
Her lips repeat in accents sweet  
My words to her at school."

The scene was changed again, and lo!  
The school house rude and old;  
Upon the wall did darkness fall—  
The evening air was cold.

"A dream!" the sleeper wakening, said,  
And paced along the floor;  
Then whistling slow, and soft and low,  
He locked the school house door.

And walking home, his heart was full  
Of peace and trust and love and praise,  
And singing slow, and soft and low,  
He murmured, "After many days."

#### LANGUAGE LESSON.

- Fill the blanks with the proper form of *Louis*, *Mr. Ross*, *fly*, *week*, and *sparrow*.  
— mother has no one else to send.  
— horse was frightened by the music.  
All — wings are transparent.  
At the close of ten — work vacation begins.  
The boys had found some — nests near the ball ground.
- Fill the blanks with the proper form of *water*, *waves*, and *princess*.  
The boat was drawn to the — edge.  
Yon noisy — roll higher up the strand.  
"We do not dare," the — reply.  
What was the — reply?  
She was dressed like an Indian —.  
The — dress was of deer skin.
- Which of the sentences above is a command? Which is a question? Which contains a quotation?
- Fill the blanks with some form of *do*, *go*, *come*, and *choose*.  
He — his work and — to school early.  
If he had — to play, he could not have — so soon.  
Has the teacher —?  
Have you — a good subject for your composition?  
The above exercise was given as a written examination to test

the pupils in their knowledge of language as far as they had been taught. On reading their papers it was found that many had failed to use their common sense, and some did not know the proper forms of the words. Such sentences as follows were found on several papers: "Mr. horse was frightened by the music." "The Indian dress was of deer skin." Remember the word "Indian," is not one of those from which they were to choose. "All sparrows' wings are transparent." By questioning afterward it was found that only one pupil in the class knew what *transparent* meant. Common sense would have said, "Don't use a word that means nothing to you."

But some one says, "You can not expect children of this grade to have as much judgment as you suggest." Proper teaching will give them this power to judge. This examination surprised the teacher, and the papers were handed to the children and a lesson, substantially as follows, was given:

- Tr. In the first sentence, whose mother is meant?  
Pu. Louis's mother (orally).  
Tr. Why not Mr. Ross's mother?  
Pu. Because Mr. Ross is a man, and his mother would not send him on an errand.  
Tr. Spell the form of Louis that you used.  
Pu. Louis's.  
Tr. What does it mean?  
Pu. It means one and shows ownership.  
Tr. Who most likely owned the horse, the boy or the man?  
Pu. The man.  
Tr. Mary, what will you put in the next sentence?  
Mary. Mr. Ross's.  
Tr. Spell it, Mary. Mr period, capital R-o-double s, apostrophe-s.  
Tr. Why not put Mr. alone?  
Pu. Because it don't make no sense.  
Tr. Because it *doesn't* make *any* sense. What does transparent mean?

Pupils looked blank. Finally one little fellow in the back part of the room put up his hand rather hesitatingly, and the teacher said, "Well, Tommie?"

- Tommie. What you can see through.  
Tr. Tommie is right. Anything that we can see through is transparent. Name something that is transparent.  
Pupils (looking at the windows). Tr. Class. Pu. Glass.  
Tr. How many of you have looked at a sparrow's wing? at a fly's wing? (nearly all had). Which one can you see through?  
Class.  
Pupils. The fly's wings.  
Tr. Which of the words must we take to fill the blank? Class.  
Class. Fly.  
Tr. What must the form that we use mean? Susie.  
Susie. It must mean more than one.  
Tr. How do you know?  
Susie. Because the word *all* means more than one fly.  
Tr. What else must it mean?  
Pu. It must mean ownership.  
Tr. Write on the board the form that means more than one.  
Pu. Flies.  
Tr. What must we do to make it show ownership?  
Pu. We must add an apostrophe.  
Tr. Yes. Add it.

This is slow work but it is good work. The pupil has been led to think about the things that he *must* think about to properly fill the blanks given. This kind of work will teach him to use his common sense.



The third sentence is faulty because it contains a word that was not in their vocabulary. They should not have undertaken to fill the blank at all. It was a mere *guess* on their part.

There is material enough in this set of questions for another lesson of this sort, but not half enough in the whole set for one *guess* lesson.—*Indiana School Journal*.

### INCIDENT OF BRUGES.—PAGE 200.

BY J. D. M'ILMOYLE, PRIN. SEP. SCHOOLS, PETERBORO'.

The measure of the poem is Iambic Tetrameter and Trimeter used alternately.

*Bruges*.—Is a town in Belgium; it suffered from persecutions so much about 1600 A.D., that its trade and manufactures languished, hence the poet speaks of its "grass grown pavement." Its lace and linen manufactures are noted at the present day. It claims the honor of having originated Decimal Arithmetic. The name signifies "bridges" on account of the large number spanning the river—pronounced *Brū-gēy*, "g" like g, in *ague*. *Bruges* is the French form; *Brugge* is the Belgian or Flemish form.

*Convent*.—An association of pious ladies secluded to a certain extent from the world, and devoted to religion and teaching, also the building in which they live.

*There heard we*.—"We" refers to the poet and his sister who were on a visit to Europe. Heard has for its object "harp."—"Flung" qualifies "shade." "That made prelude," is the construction.

*Prelude*.—A short piece of music played before a longer piece.—*Pre* = before, and *ludus* = to play.

*Measure*.—The style was lively as found in the "Song." There are many varieties of measure or metre in poetry. We have Epic, Lyric and Dramatic poetry, and these again are subdivided.

*To tell*.—Supply, some expression like "if I am."

*Was fit for some gay throng*.—The time and words being lively were suited for a "gay throng." No doubt Wordsworth and his sister were surprised to hear such music coming from a place so gloomy in appearance.

*Turret*.—A small tower on a building and rising above it.

*Pinnacle*.—A slender turret, like a pin or feather, from (Latin *pinna* = a feather)

*Spire*.—A tapering body, steeple.

*Chords*.—The strings of a musical instrument, a combination of tones in harmony.

*Strain*.—A note sound or song. Give its other meaning.

*Quivered*.—*innocuous fire*.—The light of the setting sun reflected from the spire appeared to quiver.

*Innocuous*.—From *in* = not and *nocu* = to hurt, harmless.

*But where we stood*.—In the shade of the building, on the ground, and were unable to see the sun.

*Glory*.—The splendour and brightness of the sun's light.

*Nun*.—Literally an elderly lady, from *nonna* = a grandmother, nuns being originally elderly women—in the R. C. Church a female who devotes herself to celibacy and seclusion.

*Iron grate*.—Placed across the nun's window.

*Not always is the heart unwise—illy born*.—The poet says to feel sorrow for those who do not feel sorry for themselves is not unwise. Is he right? He, with his sister, felt pity for the nun, although she felt joyful judging by the song.

*Self-solaced dove*.—The nun is compared to an imprisoned dove—she soothes and comforts herself with music.

*Captive*.—One kept in bondage, from *capio* = to take. *Doom*.—Destiny or judgment.

*Oh! what is beauty, &c.*—A passionate interjection (fig. of speech. Erotic.)

*Such feeling—sanctified*.—The poet seeing his sister weep caused in him a deeper and purer pity for the nun. When our pity is aroused what effect has it on us?

*Less tribute*.—Tribute is homage paid or given by duty or right to another, here Miss W. gave a tear to the nun to atone for the loss of her liberty. Miss Wordsworth's influence over her poet brother was very great. After he was driven out of France by the "Reign of Terror" his mind was unsettled and he distrusted himself, but "through the presence of his sister," his eyes were opened to the beauties of Nature, and his heart to feel sympathies for human things hitherto uncared for.

Memorize the poem.

Write the poem, as to form, on slates.

Analyse and parse—sketch the train of thought.

B. D.

William Wordsworth (1770—1850), was born in Cumberland, Eng., educated at Cambridge, where he spent a great part of his time in reading Chaucer, Spencer, Milton, Fielding and Swift. He visited France, and heartily sympathized with the cause of the people, until their Government committed terrible excesses during the "Reign of Terror," and then as strongly opposed them. Returning to England he published "Descriptive Sketches." Here his life was unsettled for a while, but through his sister's influence he settled down to the life of a poet. He formed a friendship with Coleridge, and the two poets published in 1798 "Lyrical Ballads." In 1798 he settled at Grasmere, in Westmoreland, where he lived for a time. In 1813 he removed to Rydal Mount, where he spent the remainder of his days. His best poems appeared between 1797 and 1814, when the "Excursion" was published and said to be his best poem. He wrote a great many poems. He was an ardent lover of everything in Nature and detested tyranny and oppression. Some of his best works are the "Recluse," "The White Doe of Rylstone," "Peter Bell," and the "Prelude." Some of his shorter poems are simply perfect. He was buried near Grasmere. Wordsworth, Coleridge and Southey are known as the "Lake Poets."

### GEOGRAPHY—ITS ALLPICATION.

BY PROF. C. T. BARNES.

A CURIOUS INFATUATION OFTEN TAKES POSSESSION OF THE TEACHER. The children must know the intricacies of circulating decimals, though they cannot solve the ordinary problems of business arithmetic with anything like readiness. They must study English grammar, and parse, though they cannot construct common sentences, and know absolutely nothing of English composition. They must read with pious exactness all the selections of the reader in regular succession, and the great world of literature outside of that reader may never be referred to in the class.

So in geography, they must memorize all the unimportant details of every country under the sun, while the geography which will be most needed in life may be lost sight of, though its basis lies at the very door of the school-house.

THE VARIOUS FORMS OF VEGETABLE AND ANIMAL LIFE CONSTITUTE ONE OF THE MOST PLEASING AND INSTRUCTIVE PORTIONS OF GEOGRAPHICAL STUDY.

If intelligent study of these interesting forms of life could be substituted for much of the details of geography as found in the text-books; if the land could be looked upon as the place where these forms of life exist; the study would soon come to possess an unwonted charm. The author who made the opening chapter of his elementary geography to consist of a conversation at the breakfast table, where the children of the family learn from an uncle, a

sea-faring man, all about the coffee, from the berry growing in Java, to the delicious decoction on the table, know how to teach little children. The teacher who can bring his pupils to understand the geographical distribution of plant and animal life; get them to see the dependence of such life upon soil and climate; and excite in them a love for study of such forms, may well be credited with a like ability to teach.

At this stage of the work, latitude and longitude, and the circles and zones of the earth should be explained, and climate considered with special reference to its effect upon the various forms of vegetable and animal life.

The effects of latitude, altitude, mountain-ranges, winds, and ocean currents, upon climate, may be taught as physical facts, without any attempt to explain the theories underlying such facts.

The stunted and sparse herbage of the Arctic regions may be contrasted with the massive growths of the Temperate Zones and the wonderful luxuriance of the land of never-failing sunshine.

The giant redwood of California may be compared with the stunted shrub of the north; the lofty palm with the trailing cedar, and the magnificent pasturage of the prairies with the scanty grasses of the frozen north.

In the animal world the opportunity for comparisons presents itself on a scale equally large and varied.

This process carried on with the spirit which characterizes all true study, will be proved to possess a great educational value.

Children who live along the banks of navigable rivers, or on the shores of the lakes or the ocean, and see the great tide of travel and commerce coming and going with ceaseless regularity, come to look upon those great water-ways as adapted to some other purpose than that of mere drainage.

The passing of a great steamer, with its hundreds of passengers and thousands of tons of freight, is a sight which will quicken the pulses of even those with whom it is a daily occurrence.

THE GREAT MULTITUDE OF THE CHILDREN CANNOT ACTUALLY SEE EVERYTHING, but if the imagination has been properly exercised through all the prior stages, it can now be relied on, by the help of vivid descriptions, and the use of proper illustrations, to bring before the mind a very correct and complete picture of them. The conception of the river, lake, or ocean, will be built up from the streamlet or pond which the child has seen a thousand times; and with the boats which he has seen in childhood as a basis, he will be able to form a very fair conception of the steamer with its cargo, as described by book or teacher.

During the time of these lessons in Intermediate Geography, much practice should be given in drawing outline maps from book and from memory, in order to more thoroughly memorize the forms of the various countries or continents which the children have studied. Moulding in sand will help the imagination in getting a true idea of the upraised forms.

Making mud-pies in the school-room, when the thoughts of teachers and pupils remain with their fingers in the mud, has never accomplished much besides soiling fingers, clothes, and school-room, but where the conveniences are at hand, and the teacher possesses the requisite skill, the pupils will soon become able to mould the form of any country with ease. The first steps in moulding should always be the reproduction of forms with which the mind of the child is familiar. After the pupils become accustomed to rapid sketching, and to the use of the moulding-board, each continent, country, or state should be drawn and moulded as it is studied. I do not believe there is any better order of work.

PUPILS SHOULD BE ENCOURAGED TO COMPARE THE FORMS OF ONE CONTINENT WITH THOSE OF ANOTHER, and connect this study with the descriptions of plants and animals, soil and climate, races of men and their occupations, as found in the text-book in the hands of the pupils, and in the books which they may have read in connection with their regular class work.—*New York School Journal*.

## Educational Notes and News.

The North Wellington Teachers' Association holds its annual meeting in Harriston on the 19th and 20th insts. The programme of exercises is full and promising.

Over seventy students passed the recent examinations of the University of Toronto, for the degree of B.A. This is probably the largest class which has ever graduated in Arts from the University.

Whitby Collegiate Institute is proud of being doubly represented in the Provincial University, by its Principal, Mr. Embree, in the Senate, and its Mathematical Master, Mr. Campbell, on the Board of Examiners.

Harry Graham, formerly a Toronto student, who has just graduated in the medical faculty of Ann Arbor University, has received the appointment of professor of eye and ear surgery in the Armonica College, at Tarsus, in Asia Minor.

At the recent examinations of the Ontario Art School, Miss Ida N. Banting was awarded the Gold Medal. The competition was so close that the minister awarded two diplomas in addition to the Gold Medal to Mr. Samuel Wright and Miss Rosalind Bellsmith.

In the last fifteen years, women have been admitted to Universities in Sweden, Norway, Russia, Switzerland, Italy, Spain and France. At St. Petersburg in 1882 ninety-nine young women received degrees in Literature and History, and sixty-four in Science.

Arbor Day record. Mt. Pleasant, S. S. No. 15, Essa, Simcoe County, J. A. Corbett, Teacher. Five flower beds and a croquet lawn laid out, maples, willows, beeches, &c., 30 in all, planted. A number of the ratepayers manifested their interest in the improvement of the school by assisting in their work.

Dr. Hodgins, Deputy Minister of Education, since his return from New Orleans—where he had been acting as Educational Juror at the Exposition—has received notice of his election as a Corresponding Fellow of the New Orleans Academy of Sciences. This society was instituted in 1853, and has many distinguished names on its roll of membership.

The Dufferin *Advertiser* speaks highly of the efficiency of the Orangeville High School. The new school house which is now approaching completion is to cost about \$6,000. The corporation of Orangeville has given \$2,000, and the County Council \$2,000. The *Advertiser* argues that as about two-thirds of the pupils come from the surrounding county the County Council should come out liberally to meet the claims on the Board for completion of this building.

On the evening of Friday 29th ult., Waterdown High School gave its annual entertainment which has come to be the great event of the year for that part of the country. Notwithstanding the threatening appearance of the sky the Drill Shed was filled to its utmost capacity, and the affair proved in every respect equal to that of any previous year; the total receipts being \$115 and the net proceeds about \$70 which will be placed at the disposal of the Board. One of the most popular features of the programme was the dialogues and plays arranged by the teachers and pupils of the school. The success of the entertainment argues well for the future prosperity of the school under its new principal W. A. Crichton, B.A., who ably filled the chair.—*Com.*

A Boston management has engaged Mr. W. H. H. Murray to deliver a course of illustrated lectures throughout Canada and the United States. The choice of subjects was left to Mr. Murray, and it will be a matter of interest and pleasure to Canadians to know that he has selected "Canada, its History, Traditions, Legends and Resources," as the subject. The course will consist of two lectures, the first on the "Canada of the Past;" the second on the "Canada of the Present and Future." The illustrations will be prepared at great expense, and in the highest form of artistic elegance. Mr. Murray has for years been a close student of Canadian history and resources, and has a large confidence in the future greatness of the country, and we predict that these lectures will not only be entertaining and instructing to Canada, but will be influential in promoting a better understanding of Canada's resources among foreigners.—*Montreal Gazette*.

The signature which should be the plainest part of a letter is frequently the most illegible. An Esterbrook pen would help to remedy the defect.

The National Educational Association of the United States meets at Saratoga on July 14-18, and the session promises to be both interesting and profitable. Arrangements have been completed already, and board can be had at from \$2 to \$3 per day. The headquarters of the association are at Congress Hall.

Two noteworthy facts in connection with the recent examinations in the University of Toronto, are the graduation of five young ladies, and the very high honors carried off by them, and by other ladies. Miss M. N. Brown took first-class honors in English Etymology, French, German and Italian, and secured the Gold Medal in Modern Languages; Miss C. E. Brown, 1st class honors in Italian, and 2nd class Honors in English Etymology, French and German; Miss M. B. Bald, 2nd class Honors in Classics; Miss E. Gardiner, 1st class Honors in English and Italian, and in Etymology, and 2nd class in French and German; and Miss M. Langley, 1st class in Italian and 2nd class in English, French and German, and in Etymology. In the third year Miss E. Balmer took 1st class in English, History, French, German, Italian and Constitutional History, carrying off the Lansdowne Gold Medal. Miss Balmer also stood highest for the Blake Scholarship, which was not awarded.

### Literary Chit-Chat.

The American public are awaiting with a good deal of interest the appearance of a volume of Essays on Historical, Ethical and Theological subjects, from the pen of Miss Cleveland, sister of the President, to be issued towards the end of June by Funk & Wagnales, New York. Miss Cleveland is probably the first who has invited the judgment of the public on a literary venture, while occupying that exalted position. This young lady has considerable reputation both for cleverness and for independence of character. Charles A. Dana, in the *New York Sun*, says in reference to the forthcoming work:—"Miss Cleveland's literary style is characterized by vigor of expression, abundance of imagery, and a certain rhythmic quality that makes passages here and there read almost like blank verse. Although the essays are critical and expository rather than imaginative, her frequent use of figurative language, often in metaphors original in conception, elaborately wrought out, shows the power and scope of a fancy which a somewhat severe intellectual habit has not wholly restrained."

Mrs. Frances Hodgson Burnett has been trying the mind-cure treatment in Boston, for nervous prostration, and is said to endorse it heartily.

Leopold von Ranke is still engaged in historical work in his 90th year, and hopes to continue writing and study until he is 100. There is said to be no similar instance of mental vigour in old age in Europe, or in the world.

Fords, Howard & Hulbert are soon to issue an American edition of "The Book of Psalms." It will be published separately and also incorporated in a new edition of their Revised New Testament.

The *Peterboro Examiner* has commenced publication as a daily. It has long been one of the best of our weekly exchanges, and we wish the enterprising proprietors every success in their new venture. The town and time seem ripe for the advance step.

### Question Drawer.

To the Editor of THE CANADA SCHOOL JOURNAL.

SIR.—Kindly give your opinion on the following moot passages in "The Lady of the Lake." They all occur in canto V.

(1.) "These fertile plains, that softened vale." (VII)

What is the force of "softened"?

(2.) "And showered his blows like wintry rain." (XV.)

Like rain in what respect?

(3.) "Yet with thy foe must die, or live,  
The praise that Faith and Valour give." (XVII.)

The exact meaning?

(4.) "A signal to his squire he flung,  
Who instant to his stirrup sprung." (XIX.)

Does this mean that De Vaux instantly sprung to Fitz-James' side, or that he rose in his own stirrup to advance quickly?

(5.) "Out, out, De Vaux! can fear supply,

And jealousy, no sharper eye?" (XIX.)

What ground had De Vaux for fear and for jealousy?

(6.) "The Ladies' Rock sent back the clang." (XXIV.)

Is this a reverberation, or do the ladies applaud?

(7.) "The dark gray man." (XXIV.)

What do the adjectives mean?

(8.) "The old men marked and shook the head." (XXIV.)

Why shake the head?

(9.) "His strength surpassing nature's law." (XXIV.)

What is nature's law? That old men grow feeble;

(10.) "Needs but a buffet and no more." (XXV.)

Is needs impersonal? or is buffet its subject?

(11.) "With trailing arms and drooping head." (XXIX.)

Does this line go with the preceding or with the following line? Does trailing arms indicate that his hands were by his sides, or does the phrase mean trailing pikes? Would the "rough soldier" have more than one weapon to trail? If not, how could one weapon be "arms"?

All of these passages have been subjects for argument in the class-room. I have an opinion of my own regarding each of them, but an opinion not so stubborn as to reject wiser counsels. Oh, that Sir Walter's spirit could whisper into our ears and dispel our doubts. Not having intercourse with the spirit of the dead bard, one must turn to some wise interpreter.

Yours,

QUAESITOR.

### ANSWERS.

While by no means assuming to speak *ex cathedra*, we have no objection to comply with *Quaesitor's* request and give our opinion on the "moot passages," with reasons, for what they are worth, and subject to correction or criticism by English Masters or others who have made a closer study of the canto. We may promise that *Quaesitor's* questions are clearly of the right sort, showing that he makes it of the first importance to have his pupils study to get the exact thought of the author.

(1.) "Softened" may refer either to color, denoting the effect of the verdure, as painters speak of softening the coloring of a picture, or to form, contrasting the "gentle slopes" and "fertile plains" with the rude swell of the crags and fells of the "savage hill" on which Roderick's band is now forced to dwell. We prefer the former as simpler and less far-fetched.

(2.) "Like wintry rain," in respect to their quick succession, or the violence of their descent. We should say both, as the poet had probably in mind the whole effect resulting from these two causes, of the furious dash of the high rain drops in the wintry blast.

(3.) A tribute to the conquered Chieftain. Whether Roderick recovers, or dies, he has earned the praise due to valour by the brave fight he has fought, and to good faith, by the noble way in which he has kept his pledge to guide Fitz-James, "Till past Clan-Alpin's outmost guard." Compare last stanza of Canto IV, with stanzas 9 and 10 of Canto V.

(4.) Difficult to decide. The use of the word "flung" would favour the latter and it would be natural for De Vaux to rise in his stirrup to gaze intently or urge on his horse. But as the riders were already "straining" at full speed, it is perhaps preferable to suppose that Fitz-James checked his steed and the squire at a signal dashed up close beside him.

(5.) This passage is obscure. It would seem to refer to some previous relations between De Vaux and the Douglas. Perhaps some of our readers can explain the allusion. It may possibly mean the Esquire's fear and jealousy for the King's safety, but that is hardly satisfactory.

(6.) The use of the word "clang" would be more appropriate to denote the reverberation or echo of a shout with which the din of metallic armour was mingled. But as Scott was not always happy in the choice of words, and occasionally sacrificed nicety to rhyme, and as the idea of the ladies joining in the applause gives a much more forcible meaning, we prefer the latter of *Quaesitor's* alternatives. The Ladies' Rock could not have been far distant and to say that it echoed the applause would have little force.

(7.) It is pretty clear from XIX, 5, that gray must refer to the color of Douglas's clothing, as contrasting with the "pageants' quaint attire." According to the punctuation which *Quaesitor* adopts, "dark," would simply modify "gray." It strikes us that a more forcible meaning is given by putting a comma after "dark," and understanding it to refer to the complexion, or, perhaps better, "dark lowering brow and visage stern," of the Douglas.

(8.) The reason must be found in the next line, "to see his hair with silver spread," indicating the cruel effects of "many a winter's storm," upon the Douglas, since he was exiled.

(9.) "Nature's law," here means, it seems to us, the *maximum* of ordinary human strength. It would scarcely have inspired the youth with awe, had his prowess simply been greater than could have been expected from his years. It was greater than that belonging to men, within their experience.

(10.) Impersonal, in a very common use of the term by grammarians, where the expletive *it* is usually prefixed. We should prefer to regard not *buffet*, but the whole clause "but a buffet and no more," as the subject and confine the use of the word impersonal to such expressions as "It rains," "It snows," in which the equivalent of the *it* is not expressed.

(11.) With the line preceding surely. We understand *trailing arms* to refer to the soldier's pike, the meaning being not that the guard actually trailed it, but that his bearing as he led the Douglas up the hill was gloomy and reluctant like that of a soldier trailing arms behind a comrade's bier. *Arms*, like the Latin *arma*, has no a singular form and may be used of a single weapon. "He lays down his *arms*, but not his wiles"—Milton.

## Miscellaneous.

### THE LAND OF PROMISE.

The following hymn was written by the late Dean Alford, when he was but 16 years of age, and just beginning to look forward to his consecrated life work:—

"Forth to the land of promise bound,  
Our desert path we tread;  
God's fiery pillar for our guide,  
His captain at our head.

"E'en now, we faintly trace the hills,  
And catch their distant blue;  
And the bright city's gleaming spires  
Rise dimly on our view.

"Soon, when the desert shall be crossed,  
The flood of death passed o'er,  
Our pilgrim host shall safely land  
On Canaan's peaceful shore.

"There love shall have its perfect work,  
And prayer be lost in praise;  
And all the servants of our God  
Their endless anthems raise."

### ESKIMO PATIENCE.

The number of years the Eskimo will spend in plodding away at the most simple things shows them to be probably the most patient people in the world.

When we were near King William's Land, I saw an Eskimo working upon a knife that, as nearly as I could ascertain, had engaged a good part of his time some six years preceding that date. He had a flat piece of iron, which had been taken from the wreck of one of Sir John Franklin's ships, and from this he was endeavoring to make a knife-blade, which, when completed, would be about twelve inches long. In cutting it from this iron plate, he was using for a chisel an old file, found on one of the ships, which it had taken him two or three years to sharpen by rubbing its edge against stones and rocks. His cold-chisel finished, he had been nearly as many years cutting a straight edge along the ragged sides of the irregular piece of iron, and when I discovered him he had

outlined the width of his knife on the plate, and was cutting away at it. It probably would have taken him two years to cut out this piece, and two more to fashion the knife into shape and usefulness.

The file which he had made into a cold-chisel was such a proof of labour and patience, that it was a great curiosity to me, and I gave him a butcher's knife in exchange for it. Thus almost the very thing he had been so long trying to make, he now unexpectedly found in his possession. When I told him that our factories, or big *igloos*, could make more than he could carry of such butcher-knives during the time we had spent in talking about his, he expressed great surprise.—From "The Children of the Cold," by Lieutenant Schwatka, in *St. Nicholas* for June.

### THE CHAMBERED NAUTILUS.

BY O. W. HOLMES.

This is the ship of pearl, which, poets feign,  
Sails the unshadowed main,—  
The venturesome bark that flings  
On the sweet summer wind its purpled wings  
In gulfs enchanted, where the Siren sings,  
And coral reefs lie bare,  
Where the cold sea-maids rise to sun their streaming hair.

Its webs of living gauze no more unfurl;  
Wrecked is the ship of pearl!  
And every chambered cell,  
Where its dim, dreaming life was wont to dwell,  
As the frail tenant shaped his growing shell,  
Before thee lies revealed,—  
Its irised ceiling rent, its sunless crypt unsealed!

Year after year beheld the silent toil  
That spread his lustrous coil;  
Still, as the spiral grew,  
He left the last year's dwelling for the new,  
Stole with soft steps its shining archway through,  
Built up its idle door,  
Stretched in his last found home, and knew the old no more.

Thanks for the heavenly message brought by thee,  
Child of the wandering sea,  
Cast from her lap, forlorn!  
From thy dead lips a clearer note is born  
Than ever Triton blew from wreathed horn!  
While on mine ear it rings,  
Through the deep caves of thought I hear a voice that sings:—

"Build thee more stately mansions, O my soul,  
As the swift seasons roll!  
Leave thy low-vaulted past!  
Let each new temple, nobler than the last,  
Shut thee from heaven with a dome more vast,  
Till thou at length art free,  
Leaving thine outgrown shell by life's unresting sea!"

### CASED IN ARMOR.

The armadillos are the mail-clad warriors of nature; and the most completely armored of the whole odd family of armadillos is a beautifully ornamented little fellow called by the naturalists *Tolyptetes*, and, by the Brazilians, "bolita." "Bolita" means "little ball," and the armadillo was so named because it has the power of rolling itself up into the shape of a ball. Its various shields are so arranged that when the bolita rolls itself up, it makes a perfect ball of hard shell.

A traveller in Brazil tells of watching some little children at play tossing a large ball, about the size of a foot-ball. When they were tired of the game they threw the ball on the ground, and to his surprise it turned into an animal, and ran hastily away. It was one of these little armadillos.

The same traveller says that he has seen these animated balls used by a little child in playing with a kitten. The game may have annoyed the bolita, but it could not have caused it any injury, because of the perfect protection afforded by its armor.

It has need of all the protection it can have, for it lives in a land where the mischievous monkey is plentiful. Anybody who has seen monkeys teasing each other, will be able to gain some idea of the torment the slow-witted armadillo must undergo as it is passed about from one to another of a party of monkeys. When *Tolyptentes* is set upon by the frolicsome monkey, however, it suddenly curls up, and is safe within itself. The baffled tormentors turn it over and over, looking in great astonishment for the tail they know must be there. If *Tolyptentes* had any sense of humor, he would certainly laugh heartily within his shell at the chattering, grinning crowd.

As the bolita, like the other armadillos, burrows in the earth, it has forefeet suitable for that work. Its toes are armed with long and hard claws, which enable it to dig with wonderful quickness. Instead of walking upon the flat part of its front feet, the bolita walks upon the tips of its toes, and in doing so looks comically dainty and mincing. At the same time it can move with considerable swiftness.

The armadillos live only in South America, and are all small in size compared to the gigantic armadillo that lived ages ago. The largest now living is not more than three feet long, while that of former ages was as large as a big dining-table.—*J. R. Coryell, in St. Nicholas for June.*

### Teachers' Associations.

**WEST BRUCE.**—A successful meeting of the West Bruce Teachers' Association was held in the Central School, Kincardine, on the 14th and 15th of May. This Association is noted for the unflinching interest with which its meetings are sustained from year to year, but the annual meeting this year appears to have been more than ordinarily profitable. The efficient and popular inspector of West Bruce, Mr. A. Campbell, presided over the convention, and the work was rendered particularly pleasing and instructive by the valuable assistance of J. J. Tilley, I.M.S., who made a favorable impression on the members in attendance before whom he appeared for the first time. The work throughout was practical, the suggestions and methods being illustrated by the teaching of classes in attendance. Of these, one of the most interesting was that ably conducted by F. C. Powell, Principal of Model School, Kincardine, in a lesson on paraphrasing. Specially worthy of note was a paper on "Colloquial English," prepared by Honj. Freer, B.A., Principal Kincardine High School. The proceedings were enlivened by the rendering of some kindergarten songs by classes under the direction of Miss J. Thomson. Not least among the attractions were the decorations of the room; at one end was the appropriate motto, "We Meet to Learn to Teach," in evergreen, while the profusion of gracefully arranged flowers was most effective and refreshing. The meeting throughout was pronounced one of the most successful ever held in connection with the Association. On the evening of the 14th inst. Mr. J. J. Tilley delivered in the Town hall a lecture entitled "The Relation of the State to Education." The lecture was practical and pointed, and was well received. Before and after the lecture, Professor Dore, with the assistance of his choral society, favored the audience with choice selections of instrumental and vocal music.

### Literary Review.

**MIND IN NATURE**, for June, contains a number of articles of considerable interest. Dr. R. N. Foster, the well known Chicago physician, contributes an able and suggestive article on Mind-Cure, to which he gives the very appropriate name of "Psychopathy." Dr. Foster's remarks are sensible and moderate, their gist being that there is something in Mind-cure so far as the treatment of mental affections is concerned, but physical ailments require conventional medical treatment. Amongst other papers are those by the Rev. L. P. Meren, on "Swedenborgianism," by Rev. Bishop Cox on "Chances and Mischances," by Rev. Dr. Thwing on "Mental Thera-

peutics," Prof. B. W. Piper on "Evolution," by Dr. Mary B. G. Eddy, in reply to Rev. Bishop Fallow's in the March number, etc.

**THE FIRST SIX BOOKS OF THE ÆNEID** with explanatory notes, by Edward Searing A.M. **THE BUCOLICS AND GEORGICS** with explanatory notes, by Hewey, Clark Johnson, A.M., LL.B., together with a complete Vocabulary. A. S. Barnes & Co., New York, and Chicago; 1885.

This splendid volume is one of the most sumptuous and fascinating editions of Virgil ever published. Its intrinsic merit, too, are of a high order. The former part of the work was issued some years ago by Prof. Searing, and met with unusual favor. Prof. Johnson's notes on the Bucolics and Georgics are fresh from the press.

The text of the Æneid is almost identical with that of Conington; that of the Bucolics and Georgics follows Wagner. The notes throughout the work (which are beneath the text) are few and brief, but clear and suggestive. Grammatical references are made in the foot-notes to the three Standard American Grammars,—Allen and Greenough's, Gildersleeve's, and Harkness's. Few original renderings of moot passages are noticed, but the numberless preceding commentators of Virgil have left little room for original conjecture. The Life of Virgil is reprinted from the capitally written memoir in the Encyclopedia Britannica. The synopsis of thought that introduces the various divisions of the text are admirable. The Lexicon (pp. 204) is complete and scholarly. Dr. Taylor's famous questions on the first-thirty-three lines of the Æneid,—which have suggested to so many classical students methods of thoroughness and accuracy—have been added in an Appendix. A metrical index, a fac-simile page of Virgilian MS., and an index of grammatical references, complete this valuable contribution to school literature.

The mechanical execution of the work is simply perfect. Everything has been done that can be accomplished by the arts of the binder, the printer and the engraver. The magnificent external appearance, the finely calendered paper and clear, large type, and the numerous superb engravings, will make the student fall in love with the book at first sight. The views of the Plain of Troy of the Site of Tyre, of the Port of Drepanum, of the Cretan Ida, of Cumæ, and of Caieta, are from accurate original sketches and display almost photographic minuteness of detail. The map of Virgil's world it is almost ungracious to say is deficient in clearness, but this is only a spot on the sun.

Prof. Searing tells us: "To study the Æneid properly is to grow in intellectual strength and grace; to study it carelessly is a sheer waste of time—nay, worse, it is a sacrilege." The professor and his confrères have done all in their power to obviate such "sacrilege," by sending from their publishers' hands in such charming form the works of "the most charming of Roman writers."

**THE LIBRARY MAGAZINE** for June, contains no less than eighteen articles some of them of special interest. Amongst the names of well known writers represented are E. H. Plumptre, Edward A. Freeman, Mrs. Mulock-Craik, Helen Jackson (H.H.) St. George Mivart, Herbert Spencer, etc. The present issue closes Vol. V of the New Series.

**THE BOOK-LOVER** is a new Monthly, by the indefatigable John B. Allen, of New York. One of its aims is to give for the annual subscription price, 25 cents a year, a rich 25 cents worth of choice "Solid" literature from classic and current sources. The "Lamp of Memory," a chapter in Ruskin's "Seven Lamps of Architecture" is given in the first number. The *Book-Lover* is in form a small pamphlet containing about 21 pages, besides advertisements.

**THE SWISS FAMILY ROBINSON** is another of the "Classics for Children" series from the Publishing House of Ginn, Heath & Co. The volume is neatly bound, and paper and printing as usual, good. Of the book itself it is unnecessary to speak. Its translation into many languages and its ever fresh popularity prove it to be, as the Editor says in his Preface, "a work of genius." The aim of this volume has been to reproduce the story with such abridgment of the Natural History Department as could be made without essential loss to the whole. The translation of Mrs. H. B. Paull, translator of the works of Hans Andersen, Grimm Brothers, and other Classics, has been used as the basis.

**NIGHT AND DAY** for May is a memorial number in memory of the Right Hon. Earl Cairns, late Lord Chancellor, and for several years President of the Benevolent Society of which *Night and Day* is so efficient an organ. In addition to articles in memoriam, this number contains its usual quota of well selected and touching facts and incidents bearing upon the progress of Dr. Barnardo's good work.