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THE

# Educational Weekly

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VOLUME I.

FROM JANUARY 1ST TO JUNE 30TH, 1885.

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TORONTO:  
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1885.

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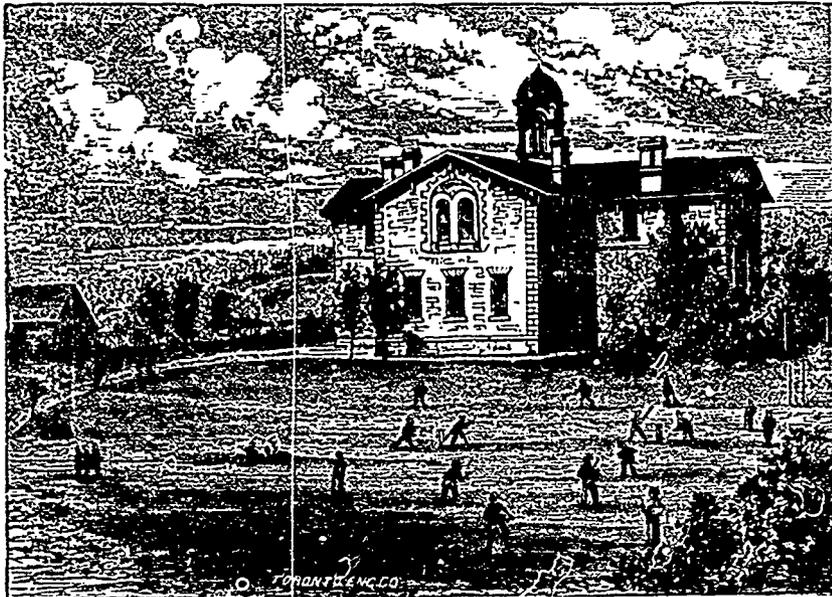
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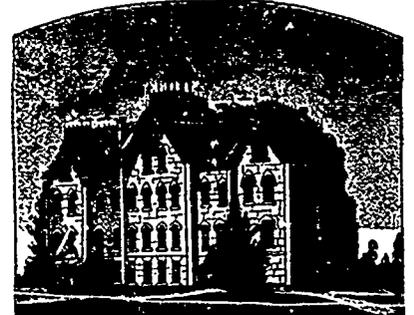
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# The Educational Weekly.

TORONTO, JANUARY 1, 1885.

GREETING.—If we were to give expression to what is our highest hope in entering upon this most responsible office of editing a journal, which, in the truest sense that we can make it, is to be devoted to the educational interests of our province, it would not be that we shall be able to save the teacher from doing work which his own self-respect, his duty to his pupils, and his obligations to his patrons, demand should be the outcome of his own intelligence; but rather, that in some degree, however small, we may be able to help him in a better way,—that we shall be helpful in quickening his thought, giving direction to his aspirations, inspiring him with true sentiments and purposes, directing his aims, and strengthening his faith in the enduring nobleness of his calling and his courage to follow it despite every tendency to despair of success. The true teacher is independent of formulated methods, of mechanically working systems. He may gain much from the study of methods; but it is his life and example and intelligence working in and upon the life and intelligence of his pupil that produces the one educative result of value—intellectual power. One living principle caught from the lips or pen or life of a fellow-worker is worth more to the teacher who has a sympathetic soul in him, a soul which is not a mere piece of mechanism, than page upon page of homeletical pedagogic. Our ask is no humble one; nor is it easy. But we trust to be aided by the co-service of many living, earnest teachers of whom our province rejoices in not a few. And, indeed, the torch of none is so small or feeble, but that it may throw light upon some spot unreached by light from others; or, perhaps, better still, enkindle a brighter flame for another than he could ever hope his own to be. As for our new path, we ask for light of all who will kindly give it; but most of all for that greater Light which He who is light itself promises to give to every one that asks it of Him.

OUR educational system is very complex. We have a large army of educationists, both regular and volunteer, engaged in primary, secondary and collegiate work; but unfortunately what the character of the work of many may be, the greater number of the remainder know little about. It is part of our hope that we shall be able to help to knit this vast system a little more closely together. Education has but one aim—the truly harmonious development of the child into the man and the citizen—however numerous and varied are the means by

which its aim is achieved. Now, no worker in the vast system of education can do his work wisely, unless he understands the character of the work which has been done before his material has reached his hand, and what it should be when he is ready to pass it on to his fellow worker in the next stage. He must be familiar with the whole process of education so that he may fit his part in well with that of his fellow laborers. And, again, besides the professional educators, there is a vast number of others, who have accepted at the hands of their fellow citizens positions of trust and responsibility in this great education system—trustees, municipal councillors, and representatives in the legislature. All these should keep themselves well informed as to the work of the whole system, that they may intelligently do their duty in the management of that part of it which is entrusted to them. Hence, we hope, that a journal which aims to take cognizance of the whole educational work of our province, both public and private, will not be without its supporters and sympathizers.

THAT which pre-eminently characterizes modern education is the increasing prevalence of the method of presenting truths in the concrete rather than in the abstract.

For example, the relations of the different measures of length, or of surface, or of weight, to one another, are best taught by an immediate reference to actual yards, feet, inches, pounds, ounces, and so on. In the earlier parts of arithmetic there is no difficulty. The simple and compound rules, and the rules for fractions—all that is valuable in them—can be easily obtained by experimentation. Power in arithmetical analysis is also easily gained, as long as the analysis is concerned with ideas of which the child has some experience in the concrete. To attempt to impart something beyond this is of little use. It leads to a sort of mechanical intellectualism, much the same as that got by the old methods of solving problems by rule. To conclude, then, much valuable time of the pupil may be wasted, first, by offering for his apprehension abstract notions; second, by asking him to deal with things which are, perhaps, within his experience, in a manner which is beyond it.

EVERY branch in our school curriculum affords scope for a more general use of the new method, but perhaps none more than grammar. By one who has forgotten his study of this subject as he was forced to pursue it at school, grammar is thought to be that by which one is helped to speak correctly and write correctly. But common ex-

perience tells us that children study grammar for years, and speak as incorrectly at the end of their study as at the beginning of it, and write with nothing like correctness. It is not a rare occurrence to find the cleverest pupil in a class of parsing and analysis the most atrocious violator of the rules he knows so well. The reason of this is that he has, by dint of superior intelligence, obtained a good knowledge of the rules of grammar in spite of an abstract presentation of them. But for all practical benefit to himself he might as well not have his knowledge. Had he obtained it, however, from frequent and oft-repeated attempts to put his thoughts about things within his experience into correct forms of expression, with each failure having the nature of the failure explained to him and then correcting it,—had his daily speech been watched and his lapses pointed out to him and set right—then his knowledge would have been of real and permanent good to him. Till teachers recognize this, and make their teaching of grammar, like all true elementary teaching, a matter of individual practice and experiment, much of their labor will be of little value,—some of it, indeed, will be valueless or worse.

SINCE writing the above it is with satisfaction we learn from the newly published regulations relating to the examination for entrance into the high schools, the important parts of which we give in another column, that a change in the study of language is desired and is being prepared for by the Education Department. Composition, which is grammar on its experimental side, is raised in importance, and the old absurd exaction of fifty *per centum* of the marks assigned for analysis and parsing is done away with. The syllabus in composition seems reasonable enough, but the value of the subject depends entirely upon the method by which it is taught. If examiners would but remember that examinations are, at their best, but a necessary evil, and that while the character of examination papers can do little to improve teaching that is already good, it can make bad teaching universal, there would be nothing to fear under this head. As for the syllabus in grammar we care to say but little about it; while to pupils of bright intellects such a programme of study may be useful, yet the probability is that it may lead to much useless labor both of teacher and pupil. There is so much of what is of far more importance to life and conduct than the ability readily to perceive grammatical distinctions, that we should prefer to see most of the clauses in the grammar syllabus struck out altogether.

## Summary of News.

[WEDNESDAY, December 24, to THURSDAY, December 30, 1884, inclusive.]

FRIDAY'S despatches report that active preparations are being made at Korti for the early advance of the British troops by land and by the Nile. Stores have already arrived at Merawe. The Nile is reported as fairly navigable. Every available camel has been purchased.

THE news from Egypt on Monday was not satisfactory. It appears that General Wolseley has decided to abandon the attempt to reach Shendi by the desert route from Korti, thus cutting off the great bend in the Nile. The difficulties of the way seem to him too great to be surmounted with the resources at his command. Instead, he will use the road from Merawe to Berber, through the desert, but much shorter than the other. He has accordingly changed the base for the concentration of his forces from Korti to Merawe. This change places the relief of Khartoum two months further into the future than had been anticipated. It is difficult to prophesy when Gen. Gordon will be rescued from his trapping position. Gen. Wolseley is far from satisfied with the arrangements for the expedition. He has sent furious complaints to the War Office of the inefficiency and absolute breakdown of the transport and commissary services. Although two months have elapsed since the pioneer corps left Sarras, only fifteen hundred men out of 7,000 composing the full force of the expedition have reached Korti.

GENERAL WOLSELEY reports that the advance across the desert cannot be made until the second week in February. Preparations for the demonstration from Suakim have been postponed. Military authorities declare that Khartoum cannot be relieved before the middle of March.

NEWS from Khartoum says Gen. Gordon has captured a considerable quantity of grain by his steamers, and now frequently receives supplies from the villages along the eastern bank of the Nile. He is making his own powder, and the chances of his holding out until Lord Wolseley reaches him are very good.

A DESPATCH on Wednesday declared that France had rejected England's proposals with reference to the financial difficulties of Egypt.

THE MUDIR of Dongola has been gazetted a K. C. M. G. for his loyalty.

THE English Government intends to hold large reserves in Gibraltar during the troubles in Egypt and elsewhere.

ENGLAND has secured Italy's adhesion to her Egyptian policy in return for the support by Great Britain to Italy's scheme for colonizing on the Red Sea.

MR. WILFRID BLUNT and Mr. Richard, M. P. for Merthyr Tydvil, secretary of the Peace Society, headed a deputation to Mr. Gladstone on the 24th with proposals for pacifying the Soudan. Mr. Blunt and his colleagues claim that they can negotiate a safe conduct for General Gordon and his garrison from Khartoum to Dongola, and also secure the pacification of the Upper Nile region, so as to avoid the necessity of Lord Wolseley's expedition.

A PROPOSAL to erect at Rome a bronze statue in honor of Giordano Bruno the pantheist philosopher, who was burned for heresy in 1600, has aroused the indignant opposition of Pope Leo XIII.

A BERLIN despatch says that there is a secret convention between France and Germany, in accordance with which France is allowed unlimited colonization in Morocco and Tonquin, and Germany, while respecting the French possessions in Africa, is at liberty to annex territory anywhere not affecting French interests.

ANOTHER Berlin despatch says the strength of the German marine infantry is to be doubled, owing to the inauguration of an active colonial policy. The Luderitz Expedition to Angra Pequena announces that enormous finds of copper have been made in that district.

EIGHTY native chiefs have proclaimed Spanish sovereignty over 15,000 square kilometres of land in the Gulf of Guinea opposite Koriske Island.

THE crofters are still giving trouble in the Hebrides. They seized three farms recently and held them in spite of the local authorities. The crofter tenants of the Duke of Argyll refused to pay rent. A company of marines has been sent to repress the rebellious tenants.

AN earthquake shock lasting fifty seconds was experienced in Spain on Wednesday night. In Andalusia a number of towns suffered severely, and in Malaga much property was damaged and many lives lost.

MONDAY'S despatches show that the Spanish earthquake was much more severe than was at first reported. Over 800 persons were killed, and several towns ruined.

A DESPATCH from Paris, December 28, stated that General Delisle would recommence active operations in Tonquin, in the middle of January.

THE French Chamber of Commerce in London has protested against the proposed increase of the corn duties by France, and declared itself in favour of free trade.

A MEMBER of the British legation in Constantinople has been sent to Macedonia to report on the atrocities said to have been committed there recently by the Turks on Christians. His report will be looked for with interest.

THE Catholic Union of London have arranged to give a great banquet to Lord Ripon, ex-Viceroy of India, on the 10th of February next, after his return from the Orient.

DR. MUIR, a minister of the Free Church of Scotland, has become a convert to Puseyism, and appeared on Christmas in St. Andrew's Episcopal church, in Glasgow, in gorgeous vestments, amid incense and lighted candles.

THE fire at the Windsor railway station, which was thought to have resulted from a dynamite explosion intended to kill the Queen, is pronounced to have been purely accidental.

THE Archbishop of Paris has issued a pastoral to his clergy containing a very bitter denunciation of Free Masonry, declaring it to be subversive of the well-being of the church and of society, and contrary to the law of God.

## Notes and Comments.

PUBLIC School Masters will no doubt make use of Field's poem, *Don*, for recitation purposes. It is suited to quite young pupils. Let as many as possible commit it to memory, and emulate one another in reciting it well. Frequent practice in recitation is a great help to good reading.

WE do not like to make an apology, at the same time, it is but due to ourselves to say that we should rather not be judged by this number. Our want of exchanges has prevented us from giving that prominence to "Educational Intelligence" and "Educational Personals" that we intend to give as soon as our paper is fairly set going, and our exchanges come in.

WE call the attention of High School Masters to Browning's magnificent poem *Hervé Riel*, which we publish in another column. Although, no doubt, familiar to them, it will not be to many of their pupils, and it is for these that it is inserted. It is admirably suited for recitation or reading before the assembled school on a Friday afternoon. It will also form a subject for an interesting historical talk.

HOUGHTON, MIFFLIN & CO. have sent us numbers 13 and 14 of their *Riverside Literature Series*, containing Longfellow's *Song of Hiawatha*. The books of this series are clearly printed and well bound in paper covers, and they are sold at fifteen cents each. They are admirably adapted for reading-clubs. We shall publish the whole list in a future issue so that clubs may know what to select. The notes are sufficient—no more than that; a rare thing in English texts now-a-days.

WE have received from the Canada Publishing Company *The Teacher's Guide to Writing*, a manual of 64 pages, which seems to contain everything that one can possibly want in order to teach this subject. We should say that in it too much is done for the teacher; absolutely nothing seems to be forgotten. We pass no critical opinion upon the book, but shall hand it to an expert for review; but we are quite safe in saying that every teacher of penmanship would do well to get a copy and study it. We have not learned its price.

IN a new venture in journalism there is always difficulty in striking the proper level. It may be thought by some that we have in this number not given enough of attention to practical school-room work. We shall not fail to supply a good deal of matter useful in the school-room, but at this holiday season it is unnecessary; besides, we are convinced that what the intelligent teacher most wants is not work done for him, but something to inspire him to work himself, and ideas which, germinating in his mind, will be fruitful of other ideas which shall be his own.

WE intend to devote a good deal of attention to phonetics and phonography. Short-hand is claimed by its admirers to be of great educative value as a subject of study. Be that as it may, we are assured that it is of great usefulness, and facility in writing it is now almost as necessary a requisite to a young man looking for employment, as ability to write longhand. We hope to be able to present our readers with a series of lessons in it from the pen of a master teacher of it. Due announcement will be made later on.

In the meantime we call attention to Mr. Bengough's article in another column, which, we are glad to say, is to be one of a series.

IN the Rev. Dr. Davies' retirement from the Normal School, Toronto, that institution loses a most faithful and diligent Head. Possessing a most kindly heart, it was perhaps unfortunate for his popularity, that a too conscientious estimate of the obligation he was under to his pupils to promote their interests, despite their own indifference, gave him for some little time at least a reputation for a faculty he scarcely deserved. We regret that for some time the learned doctor has been in delicate health. His temporary leisure will, no doubt, restore him to his usual vigor. We trust that the Government will reward his long and faithful service to one of our most important provincial educational institutions by an appointment to a less onerous but equally honorable position.

WE hope our readers will be pleased with the opening chapter which we give of the *Fairy Land of Science* by that charming writer, Miss Buckley. Besides possessing rare natural gifts for writing, Miss Buckley has an intimate knowledge of her subject and is enthusiastically devoted to it. Her enthusiasm, her knowledge, and her gifts have gained for her the friendship of many of the most distinguished scientists of her time, and she was for many years the private secretary of the late Sir Charles Lyell. We shall continue to make selections from her writings from time to time, in the hope that our readers, and especially our younger readers, will become so interested in them as to wish to obtain possession of them in book form, and to make a purposeful study of them.

IN Mr. Ballard, the city of Hamilton secures for its inspector one who has every natural qualification for the position. A most distinguished graduate of the university, he has greatly added to his reputation for scholarship by a series of unparalleled successes as a teacher of young men preparing for mathematical honors at both junior and senior matriculation, and for the examination for the past year. Besides the department of study which he has made peculiarly his own, he is widely read in others. His prac-

tical knowledge of school work is great, and his ability for business management is of no mean order. If he should not succeed in his new work it could only be from one of two things: gross indifference on his own part to the responsibilities of his position, or a combination of man and fate against him. The latter is not possible in a city so devoted to its educational work as Hamilton; the former is beyond belief.

IT may interest our younger readers to know of Robert Browning, the author of *Herod Riel*, that he was born in 1812, and that he is now living in London; that, although considered by critics one of the greatest poets that ever lived, his poems are little read except by the scholarly and intellectual student. He deals so much with the inner workings of the human soul, and with such metaphysical subjects, and his style is frequently so obscure, that he has not at all met with popular favor. His *Dramatic Lyrics*, and his *Dramatic Romances and Lyrics* are his most popular volumes, although his *The Ring and the Book*, and his *Balaustion's Adventure* are perhaps his most characteristic works. His wife, the late Elizabeth Barrett Browning, is a poet of much greater popularity, and she is ranked as the greatest of poetesses the world has ever known. His son is an eminent painter, and he himself has specially cultivated the arts of both music and painting.

WE have put in our Public School Department the first part of an essay by the Rev. Peter Prescott on Moral Education. We regret exceedingly that want of space has prevented a longer extract, for in the part given the author has not been able to develop his theme so as to give the reader an impression of his real purpose in writing. But we promise all those who will follow him from week to week (for we purpose making several selections) that they will be greatly pleased and benefited. His system of teaching morality, *i. e.*, of defining it, expounding it, enforcing it, is in our opinion the only one possible among a people of such multiple beliefs as we are. It has this advantage also, that it may be effectively used by teachers of all shades of religious belief, and of all degrees of religious conviction. In saying this we are ascribing to Mr. Prescott's work no merit of originality. What he has done is to simply systematize and richly illustrate lessons which every earnest teacher has used over and over again. But in his manner of doing this there is great merit.

JAMES T. FIELDS, the author of the pretty poem *Dora*, did more for the literature of this continent than perhaps any other man. He resided permanently in Boston, and was a member of the famous publishing house of Ticknor & Fields, later on known as Fields, Osgood & Co., then as Jas. R. Osgood &

Co., and now as Houghton, Mifflin & Co. It was his determination to publish none but good literature, and his ability to recognise it, and his business capacity in making it popular through good and cheap editions for which the authors always received just payment, that made his life work so useful to society; but he was aided by other fine natural gifts, a pure taste, a poetic temperament, a genial disposition, and a most benevolent heart, which gained for him the friendship of the most distinguished authors both of England and his own country. He was the intimate friend of Dickens and Thackeray, and he did much to make their works and those of De Quincey known to American readers. He had at one time the general oversight of the *Atlantic Monthly*, *Our Young Folks*, and the *North American Review*, publications of pure literature which have now-a-days competitors and rivals enough, but which when Mr. Fields assumed the management of them were almost chimerical ventures,—so much has the popular taste improved since then. Mr. Fields' late years were given quietly to authorship. He died not very long ago, but the exact date we do not now remember.

THE editor of this paper wishes to add his personal congratulations to the many which no doubt Mr. Kirkland has already received, upon his appointment as Principal of the Toronto Normal School. Of Mr. Kirkland's later work, from observation, the editor knows nothing; but from the testimony of numerous students of the Normal School with whom he has been acquainted, he is sure that it has been efficient, and that Mr. Kirkland himself has been most highly esteemed by those who came under his instructions. But seventeen years ago, when the editor of this paper was a young purposeless lad, drifting aimlessly, as so many boys do, out into the world, Mr. Kirkland, then the head master of Whitby High School, took him by the hand, and, directing him to a path, told him to follow it, and by kind advice then, and many a time since, he has done more, perhaps, than any other, to keep him in it. And many others who were lads then, can no doubt equally well testify to the kindness and judicious advice they received from one who never wearied in spending himself for their good. And this we believe to be the true test of a teacher's value: does he draw to him the affections of his pupils and incite them to aim at definite results, and so secure for his efforts the ready response of all their intellectual powers? This is what Mr. Kirkland had the faculty of doing, in a degree which we have since scarcely seen equalled, and this faculty, we believe, he has retained during all these seventeen years, and this is to us a surety that in his new sphere he will be eminently successful.

## Literature and Science,

### HERVÉ RIEL.

ROBERT BROWNING.

ON the sea and at the Hogue, sixteen hundred ninety-two,  
Did the English fight the French—woe to France!  
And, the thirty-first of May, helter-skelter through the blue,  
Like a crowd of frightened porpoises a shoal of sharks pursue,  
Came crowding ship on ship to St. Malo on the Rance,  
With the English fleet in view.  
'Twas the squadron that escaped, with the victor in full chase,  
First and foremost of the drove, in his great ship *Damfreville*;  
Close on him fled, great and small,  
Twenty-two good ships in all;  
And they signalled to the place,  
"Help the winners of a race!  
Get us guidance, give us harbor, take us quick—or, quicker still,  
Here's the English can and will!"  
Then the pilots of the place put out brisk and leaped on board.  
"Why, what hope or chance have ships like these to pass?" laughed they;  
"Rocks to starboard, rocks to port, all the passage scarred and scored,  
Shall the *Formidable* here, with her twelve and eighty guns,  
Think to make the river-mouth by the single narrow way,  
Trust to enter where 'tis ticklish for a craft of twenty tons,  
And with flow at full beside?  
Now 'tis slackest ebb of tide.  
Reach the mooring? Rather say,  
While rock stands or water runs,  
Not a ship will leave the bay!"  
Then was called a council straight;  
Brief and bitter the debate;  
"Here's the English at our heels; would you have them take in tow  
All that's left us of the fleet, linked together stern and bow,  
For a prize to Plymouth Sound?  
Better run the ships aground!"  
(Ended *Damfreville* his speech.)  
"Not a minute more to wait!  
Let the Captains all and each  
Shove ashore, then blow up, burn the vessels on the beach!  
France must undergo her fate."  
"Give the word!" But no such word  
Was ever spoke or heard;  
For up stood, for out stepped, for in struck, amid all these,  
A captain? A lieutenant? A mate—first second, third?  
No such man of mark, and meet  
With his betters to compete!  
But a simple Breton sailor pressed by *Tourville* for the fleet—  
A poor coasting-pilot he, *Hervé Riel* the *Croisickese*.  
And "What mockery or malice have we here?" cries *Hervé Riel*;  
"Are you mad, you *Malouins*? Are you cowards, fools or rogues?  
Talk to me of rocks and shoals, me who took the soundings, tell  
On my fingers every bank, every shallow, every swell

"Twixt the offing here and *Grève*, where the river disembogues?  
Are you bought by English gold? Is it love the lying's for?  
Morn and eve, night and day,  
Have I piloted your bay,  
Entered free and anchored fast at the foot of *Solidor*.

Burn the fleet, and ruin France? That were worse than fifty *Hogues*!  
Sirs, they know I speak the truth! Sirs, believe me, there's a way!  
Only let me lead the line,  
Have the biggest ship to steer,  
Get this *Formidable* clear,  
Make the others follow mine,  
And I lead them most and least by a passage I know well,  
Right to *Solidor*, past *Grève*,  
And there lay them safe and sound;  
And if one ship misbehave—  
Keel so much as grate the ground—  
Why, I've nothing but my life; here's my head!" cries *Hervé Riel*.

Not a minute more to wait.  
"Steer us in, then, small and great!  
Take the helm, lead the line, save the squadron!" cried its chief.  
Captains give the sailor place!  
He is Admiral, in brief,  
Still the north-wind, by God's grace.  
See the noble fellow's face  
As the big ship, with a bound  
Clears the entry like a hound,  
Keeps the passage as its inch of way were the wide sea's profound!  
See, safe through shoal and rock,  
How they follow in a flock!  
Not a ship that misbehaves, not a keel that grates the ground.  
Not a spar that comes to grief!  
The peril, see, is past,  
All are harbored to the last;  
And just as *Hervé Riel* hallooos "Anchor!"  
—sure as fate,  
Up the English come, too late.

So the storm subsides to calm;  
They see the green trees wave  
On the heights o'erlooking *Grève*:  
Hearts that bled are stanch'd with balm.  
"Just our rapture to enhance,  
Let the English rake the bay,  
Gnash their teeth and glare askance  
As they cannonade away!  
'Neath rampired *Solidor* pleasant riding on the Rance!"  
How hope succeeds despair on each captain's countenance!  
Outburst all with one accord,  
"This is Paradise for Hell!  
Let France, let France's King  
Thank the man that did the thing!"  
What a shout, and all one word,  
"Hervé Riel!"  
As he stepped in front once more;  
Not a symptom of surprise  
In the frank blue Breton eyes,  
Just the same man as before.

Then said *Damfreville*, "My friend,  
I must speak out at the end,  
Though I find the speaking hard;  
Praise is deeper than the lips;  
You have saved the King his ships,  
You must name your own reward.  
Faith, our sun was near eclipse!  
Demand what'er you will,  
France remains your debtor still.  
Ask to heart's content, and have! or my name's not *Damfreville*."

Then a beam of fun outbroke  
On the bearded mouth that spoke,  
As the honest heart laughed through  
Those frank eyes of Breton blue:  
"Since I needs must say my say,  
Since on board the duty's done,  
And from *Malo Roads* to *Croisic Point*,  
what is it but a run?—  
Since 'tis ask and have I may—  
Since the others go ashore—  
Come! A good whole holiday!  
Leave to go and see my wife, whom I call the *Belle Aurore*!"  
That he asked and that he got,—nothing more.

Name and deed alike are lost;  
Not a pillar or a post  
In his *Croisic* keeps alive the feat as it befell;  
Not a head in white and black  
On a single fishing smack  
In memory of the man but for whom had gone to wrack  
All that France saved from the fight whence England bore the bell.  
Go to Paris; rank on rank  
Search the heroes flung pell-mell  
On the *Louvre*, face and flank;  
You shall look long enough ere you come to *Hervé Riel*.

So, for better and for worse,  
*Hervé Riel*, accept my verse!  
In my verse, *Hervé Riel*, do thou once more  
Save the squadron, honor France, love thy wife the *Belle Aurore*!

## THE FAIRY-LAND OF SCIENCE.

MISS A. B. BUCKLEY.

I HAVE promised to introduce you to-day to the fairy-land of science,—a somewhat bold promise, seeing that most of you probably look upon science as a bundle of dry facts, while fairy-land is all that is beautiful, and full of poetry and imagination. But I thoroughly believe myself, and hope to prove to you, that science is full of beautiful pictures, of real poetry, and of wonder-working fairies; and what is more, I promise you they shall be true fairies, whom you will love just as much when you are old and grey-headed as when you are young; for you will be able to call them up wherever you wander by land or by sea, through meadow or through wood, through water or through air; and though they themselves will always remain invisible, yet you will see their wonderful power at work everywhere around you.

Let us first see for a moment what kind of tales science has to tell, and how far they are equal to the old fairy tales we all know so well. Who does not remember the tale of the "Sleeping Beauty in the Wood," and how under the spell of the angry fairy the maiden pricked herself with the spindle and slept a hundred years? How the horses in the stall, the dogs in the courtyard, the doves on the roof, the cook who was boxing the scullery boy's ears in the kitchen, and the king and queen with all their courtiers in the hall, remained spell-bound, while a thick hedge grew up all round the castle and all within was still as

death. But when the hundred years had passed the valiant prince came, the thorny hedge opened before him bearing beautiful flowers; and he, entering the castle, reached the room where the princess lay, and with one sweet kiss raised her and all around her to life again.

Can Science bring any tale to match this?

Tell me, is there anything in this world more busy and active than water, as it rushes along in the swift brook, or dashes over the stones, or spouts up in the fountain, or trickles down from the roof, or shakes itself into ripples on the surface of the pond as the wind blows over it? But have you never seen this water spell-bound and motionless? Look out of the window some cold frosty morning in winter, at the little brook which yesterday was flowing gently past the house, and see how still it lies, with the stones over which it was dashing now held tightly in its icy grasp. Notice the wind-ripples on the pond; they have become fixed and motionless. Look up at the roof of the house. There, instead of living doves merely charmed to sleep, we have running water caught in the very act of falling, and turned into transparent icicles, decorating the eaves with a beautiful crystal fringe. On every tree and bush you will catch the water drops napping, in the form of tiny crystals; while the fountain looks like a tree of glass with long down-hanging pointed leaves. Even the damp of your own breath lies rigid and still on the window-pane, frozen into delicate patterns like fern-leaves of ice.

All this water was yesterday flowing busily, or falling drop by drop, or floating invisibly in the air; now it is all caught and spell bound—by whom? By the enchantments of the frost-giant who holds it fast in his grip and will not let it go.

But wait awhile, the deliverer is coming. In a few weeks or days, or it may be in a few hours the brave sun will shine down, the dull-grey, leaden sky will melt before him, as the hedge gave way before the prince in the fairy tale, and when the sunbeam gently kisses the frozen water it will be set free. Then the brook will flow rippling on again; the frost-drops will be shaken down from the trees, the icicles fall from the roof, the moisture trickle down the window pane, and in the bright, warm sunshine all will be alive again.

Is not this a fairy-tale of nature? and such as these it is which science tells.

Again, who has not heard of Catskin, who came out of a hollow tree, bringing a walnut containing three beautiful dresses—the first glowing as the sun, the second pale and beautiful as the moon, the third spangled like the star-lit sky, and each so fine and delicate that all three could be packed in a nut? But science can tell of shells so tiny that a whole group of them will lie on the point of a pin, and many thousands be packed into a walnut-shell;

and each one of these tiny structures is not the mere dress but the home of a living animal. It is a tiny, tiny shell palace made of the most delicate lace-work, each pattern being more beautiful than the last; and what is more, the minute creature that lives in it has built it out of the foam of the sea, though he himself is nothing more than a drop of jelly.

Lastly, anyone who has read the "Wonderful Travellers" must recollect the man whose sight was so keen that he could hit the eye of a fly sitting on a tree two miles away. But tell me, can you see gas before it is lighted, even when it is coming out of the gas-jet close to your eyes? Yet if you learn to use that wonderful instrument the spectroscope, it will enable you to tell one kind of gas from another, even when they are both ninety-one millions of miles away on the face of the sun; nay more, it will read for you the nature of the different gases in the far distant stars, billions of miles away, and actually tell you whether you could find there any of the same metals which we have on the earth.

We might find hundreds of such fairy tales in the domain of science, but these three will serve as examples, and we must pass on to make the acquaintance of the science-fairies themselves, and see if they are as real as our old friends.

Tell me, why do you love fairy-land? what is its charm? Is it not that things happen so suddenly, so mysteriously, and without man having anything to do with it? In fairy-land flowers blow, houses spring up like Aladdin's palace in a single night, and people are carried hundreds of miles in an instant by the touch of a fairy wand.

And then this land is not some distant country to which we can never hope to travel. It is here in the midst of us, only our eyes must be opened or we cannot see it. Ariel and Puck did not live in some unknown region. On the contrary, Ariel's song is

"Where the bee sucks, there suck I;  
In a cowslip's bell I lie;  
There I couch when owls do cry.  
On the bat's back I do fly,  
After summer, merrily."

The peasant falls asleep some evening in a wood, and his eyes are opened by a fairy wand, so that he sees the little goblins and imps dancing round him on the green sward, sitting on mushrooms, or in the heads of the flowers, drinking out of acorn-cups, fighting with blades of grass, and riding on grass-hoppers.

So, too, the gallant knight, riding to save some poor oppressed maiden, dashes across the foaming torrent; and just in the middle, as he is being swept away, his eyes are opened, and he sees fairy water nymphs soothing his terrified horse and guiding him gently to the opposite shore. They are close at hand, these sprites, to the simple peasant or the gallant-knight, or

to anyone who has the gift of the fairies and can see them. But the man who scoffs at them, and does not believe in them or care for them, he never sees them. Only now and then they play him an ugly trick, leading him into some treacherous bog and leaving him to get out as he may.

Now exactly all this which is true of the fairies of our childhood, is true too of the fairies of science. There are *forces* around us and among us, which I shall ask you to allow me to call *fairies*, and these are ten thousand times more wonderful, more magical, and more beautiful in their work, than those of the old fairy tales. They, too, are invisible, and many people live and die without ever seeing them or caring to see them. These people go about with their eyes shut, either because they will not open them, or because no one has taught them how to see. They fret and worry over their own little work and their own petty troubles, and do not know how to rest and refresh themselves, by letting the fairies open their eyes and show them the calm sweet pictures of nature. They are like Peter Bell of whom Wordsworth wrote:—

"A primrose by a river's brim  
A yellow primrose was to him,  
And it was nothing more."

But we will not be like these, we will open our eyes, and ask, "what are these forces or fairies, and how can we see them?"

Just go out into the country, and sit down quietly and watch nature at work. Listen to the wind as it blows, look at the clouds rolling overhead, and the waves rippling on the pond at your feet. Harken to the brook as it flows by, watch the flower-buds opening one by one, and then ask yourself, "how all this is done?" Go out in the evening and see the dew gather drop by drop upon the grass, or trace the delicate hoar-frost crystals which bespangle every blade on a winter's morning. Look at the vivid flashes of lightning in a storm, and listen to the pealing thunder; and then tell me, by what machinery is all this wonderful work done? Man does none of it, neither could he stop it if he were to try, for it is all the work of those invisible *forces* or *fairies* whose acquaintance I wish you to make. Day and night, summer and winter, storm or calm, these fairies are at work, and we may hear them and know them, and make friends of them if we will.

(To be continued.)

CHLORHYDRATE OF COCAINE is the new anæsthetic. A weak solution of it produces sufficient anæsthesia of mucous membranes to enable operations to be performed without pain. It is now largely used in Germany in delicate ophthalmic cases.

In Belgium the existing telegraph lines are to be fitted with telephones, the system employed admitting of simultaneous transmission of telegrams and telephonic messages on the same wire. Brussels and Antwerp are already so connected. The system is to be made general.

## Educational Opinion.

### NOTED AUXILIARY EDUCATIONISTS.

#### I.—THE EARL OF ELGIN AND KINCARDINE.

THERE have been many auxiliary helpers in the cause of education in Canada, of whose aid in that direction little is known. They nevertheless rendered good service, and that service was rendered at a time when the subject itself was by no means a popular theme. The labors of some of these volunteer pioneers date back to nearly the beginning of this century, and at intervals from that time to the present.

At the request of the Editor, I hope to present in future numbers of this paper, short sketches of the services rendered by these worthy co-workers in the common cause. In the meantime I shall refer to the important aid freely given by Lord Elgin at a time when such help was invaluable.

That distinguished statesman, who afterwards filled the highest post in the civil service of Britain—that of Governor-General of India—reached Canada at a most critical transitional period in our history. Few can recall the incidents of those days without a feeling of admiration for the fearlessness, tact and ability with which he discharged the delicate and difficult duties of his high office.

When Lord Elgin arrived here (in 1847) and removed to Toronto, after the burning of the Parliament House at Montreal, in 1849, educational affairs were at a low ebb. Not that they had previously reached a higher plane and had gradually settled down to a lower one; the reverse was the fact. But the question had only then (in Dr. Ryerson's hands) begun to attract serious public attention. It was, however, in an adverse direction. For the whole subject, in the advanced form in which it was presented by Dr. Ryerson, was unpopular; it involved taxation and other duties and burthens. Up to that time no one but Dr. Ryerson had ventured to give a practical turn to the crude theories then held in regard to popular systems of education. He did so in an elaborate report, which embodied a comprehensive scheme—the full details of which (as he sketched them) are not yet perfected, but are in process of being worked out on his lines.

It is needless to say that Dr. Ryerson's scheme was assailed as impracticable, and as quite too comprehensive in its character for this country. Besides, his reference to the compact and systematized plan adopted in Prussia was seized upon as an indication of his covert design to introduce a baleful system of "Prussian despotism." His commendation of free schools was denounced as an attempt to legalize an outrageous robbery, and as a war against property.

It was at this period of our educational history that Lord Elgin first came into

official contact with our educational system. He at once mastered the whole subject, and soon perceived the great importance to the country of the question which was then being so fiercely discussed. His estimate of that system is so clearly and eloquently expressed in his speech when laying the corner stone of the Normal School building, in 1851, that I quote a passage or two. He said, addressing Dr. Ryerson:

"It appears to me, sir, . . . that this young country has had the advantage of profiting by the experience of older countries—by their failures and disappointments, as well as by their successes; and that experience, improved by your diligent exertions and excellent judgment, . . . and fortified by the support of the Council of Education, and the Government and Parliament of the Province, has enabled Upper Canada to place herself in the van among the nations in the great and important work of providing an efficient system of general education for the whole community. . . . I do not think that I shall be charged with exaggeration when I affirm that this work is *the* work of our day and generation—that it is the problem in our modern society which is most difficult of solution. . . . How has Upper Canada addressed herself to the execution of this great work? . . . Sir, I understand from your statements—and I come to the same conclusions from my own investigation and observation—that it is the principle of our educational system that its foundation be laid deep in the firm rock of our common Christianity. . . . Permit me to say, both as an humble Christian man, and as the head of the Civil Government of the Province, that it gives me unfeigned pleasure to perceive that the youth of this country, . . . who are destined in their maturer years to meet in the discharge of the duties of civil life upon terms of perfect civil and religious equality—I say it gives me pleasure to hear and to know that they are receiving an education which is fitted so well to qualify them for the discharge of these important duties; and that while their hearts are yet tender . . . they are associated under conditions which are likely to provoke amongst them the growth of those truly Christian graces—mutual respect, forbearance and charity."

Such speeches, and many others of a like kind, had a wonderful effect in moderating the opposition which Dr. Ryerson received in laying the foundations of our system of education. They had also the potent effect of popularizing that system in the estimation of the people which it was designed to benefit. That popularity has happily continued until this day—thanks in a great degree to the dignity imparted to the subject by the persuasive eloquence of Lord Elgin.

I cannot better sum up my estimate of the value of Lord Elgin's services to us at that time than in the words which (after he had left the Province) I penned on that subject in the *Journal of Education*, of which I was editor, thirty years ago:

His Excellency the Earl of Elgin and Kincardine stands conspicuous as well by his example as his position, in the lively interest which he has shown in the educational advancement of this country. Filling as he

has done for several years, the highest place of trust and power, he may justly claim the distinction—and a high one we think it is—of being the first Governor of Canada who has identified himself personally as well as officially throughout his whole administration with the general education and intellectual improvement of the people of Canada. The first bill to which His Excellency assented in Her Majesty's name after the removal of the seat of Government to Upper Canada, 1850, was the School Bill which constitutes the legal charter of the educational system; he afterwards laid the corner stone of the Normal School buildings, accompanying the act with one of his most eloquent and powerful speeches on the subject of our system of education; and one of His Excellency's last acts in Toronto has been to visit those buildings when completed, and witness and express his satisfaction with the several departments of the system therein conducted."



### UNIVERSITY MATTERS.

THE confederation of the different universities of Ontario has now assumed the importance of a live subject. It has long been popular to speak and write about university consolidation, but only lately has the discussion passed beyond the region of sentiment. With the Minister of Education as chairman, several meetings of the college representatives have been held, and though the public has not been informed of the schemes proposed, there is reason to believe some progress has been made. A satisfactory result may be expected from this plan of bringing together the representatives of the universities, because all parties have much to gain if a solution of the question should be possible. The authorities of the Provincial University know that a settlement will doubtless bring the much desired state aid, and the friends of the denominational universities are anxious for some relief from the great difficulties of raising endowments. The religious bodies are all but unanimous in desiring a comprehensive plan of university confederation, and understanding the feeling of the country, Mr. Ross must readily see what a feather would be added to his cap should the Government successfully grapple with the question.

In the mean time the University of Toronto has shown a readiness to widen its curriculum so as to meet the wishes of those who think that due recognition should be given to such subjects as Christian evidences and New Testament Greek. This step is a wise one, and when considered along with the laudable efforts of the President of University College to bring all reasonable influences of a moral and religious character to bear upon the students, it will add to the popular confidence in the institution—a confidence already well assured.

In affirming by resolution the expediency of creating in the Arts curriculum a department of Political Science, the Senate is in full accord with the demands of the country. The value of natural science as a part of secondary education has been admitted by giving chemistry, physics and botany a place on the course prescribed for junior matriculation. Canadian history is regarded as worthy of attention; English is made more extensive, and the labor of masters to some extent lessened by making the works for honors of junior matriculation almost correspond to those for pass senior matriculation in classics and modern languages.

The holding of examinations for matriculation in different parts of the province outside of Toronto, will do much to popularize the university. The suggestion of the high school masters to allow boys as well as girls to write at the local examinations, and to allow candidates for matriculation to write at these examinations also, thus saving the expense of going to Toronto, affords a very simple means of meeting the case. Already considerable interest has been created in university matters in some localities, by holding these examinations for women. It is very easy to see how rapidly the numbers going up for matriculation would increase if the students of our high schools and collegiate institutes were to find that the examination might be passed without leaving their own districts. Although candidates for scholarships might be required to come to Toronto, there is no reason why a position indicating first or second class honors might not be given to anyone who at these local examinations should reach the required standard.

*John Miller,*

**SHORTHAND AS A SCHOOL STUDY.**

FIRST PAPER.

I AM aware that there is a great deal of misapprehension in reference to the nature of shorthand writing; and as I am desirous of discussing this question in such a way that the uninitiated as well as the initiated may understand my arguments, I shall begin with a brief description of phonography, or phonetic shorthand.

I use the term shorthand to define the method of representing the sounds of English words by means of straight and curved strokes and by dots and dashes. The strokes, representing consonants, are combined to form the skeleton of the word, while the dots and dashes, representing vowels, are placed before and after the stroke consonants to give the word its complete vocal significance.

The sounds to be represented are those of the letters printed in *italics* in the following words:—

CONSONANTS:—*at, bat, tap, dot, chop, job, kit, get, fat, rat, thin, then, sit, zone, ship, rouge, (zh), man, nap, sing, lap, rap, way, yoke, hat.*

VOWELS:—*half, pūy, she, thought, so, poor, māt, mēt, mīt, nōt, nūt, fōot, ivy, boy, cow, few.*

Here we have, popularly speaking, all the sounds used in English words. There are 40 in all—24 being Consonants and 16 Vowels. All the stroke material used for representing the consonants is to be found in the simple circle and cross, intersected.

The vowels are represented by dots and dashes thus—(the stroke | representing the consonant t):—

'		.	.	-	-	^		v
at,	it,	eat,	tea,	oat,	toe,	out,	tie.	

In addition to these elements of extreme *simplicity* and *brevity*, the principle of *analogy* is applied to the representation of these various sounds. Thus the abrupt, explosive consonant sounds—as *t, k,* are represented by straight unyielding strokes | —; while the flowing, continuing sounds—as *th, s, sh, m,* are written with curves, ( ) ) ^ . These straight and curved strokes, again, are made heavy for the heavy corresponding sounds of *d, g (hard) dh, (them) z, zh.* In like manner, the dots and dashes are made light and heavy for the light and heavy vowels, as shown in the above list.

The simplicity of the shorthand outlines secures ease in learning; the principle of analogy helps the memory to write without hesitation the required sign; while the extreme brevity secured gives a speed seven or eight times that of longhand. In writing the word *though* the longhander makes over twenty movements, while the shorthander makes but *two*, and his form (- is quite as legible, if not more so. The phrase, *I think you will be able*, requires over sixty movements in longhand, while in shorthand it can be written with perfect legibility by *eight* easy inflections. Besides being so much more *compact*, shorthand is also much more *exact* than longhand—photographing, or phonographing, the precise sounds of the words.

If it be asked to what class of studies shorthand belongs, I reply that it is both *practical* and *educative*, and is therefore entitled to a place in the lower grade schools as well as in the higher. I am content that it shall be judged solely on its merits, and that the judges shall be the school-teachers, though the large majority of these are now practically unacquainted with the subject. I feel confident that I shall be able to adduce arguments and illustrations in support of every claim made for shorthand as a school study,—some of these claims being:—

(1.) That shorthand can be learned as readily as longhand by any scholar.

(2.) That it can be written with more ease and certainty

(3.) That its introduction would save much time and labor now absolutely wasted.

(4.) That it would excite more interest in all studies, especially in the study of our mother tongue.

(5.) That it would greatly facilitate the acquisition of knowledge of all kinds.

(6.) That it would develop habits of observation, strengthen the memory, facilitate composition, improve pronunciation, and help each pupil to be a self-educator.

*John Bengough*

**Table Talk.**

DURING the month of November, 190,000 copies of *Dark Days*, by Hugh Conway, were disposed of by his publisher.

MR. GLADSTONE has joined the new Scottish Geographical Society. The Home Secretary has done so as well.

MR. THOMAS HUGHES ("Tom Brown") has undertaken to write the life of the American philanthropist, the late Mr. Peter Cooper.

In the *Creeles of Louisiana*, George W. Cable has left romance for history, but his *matériel* remains the same, as well as the felicitous skill with which he works it up.

MESSRS. MACMILLAN & Co. are to issue an abridged and cheap edition of the life of the famous physicist, the late Professor Clerk Maxwell. We commend it to our young scientists.

COL. T. W. HIGGINSON, leaves the *Woman's Journal* to enter upon an engagement to furnish the popular *Harper's Bazar* a weekly contribution under the general title, "Women and Men."

MESSRS. GRIFFITH, FARRAN & Co., of London, have issued a series of *Test Exercises in Arithmetic and in Mental Arithmetic*. The same firm is producing a series of *Historical Readers*, under the editorship of Mr. Oscar Browning, M.A.

IN the obituary list of the Royal Society for the year ending December 1st, are the names of Mr. Fawcett, late Postmaster-General, age 51; Mr. Todhunter, the well-known mathematician, age 63; Sir Bartle Frere, age 69; Sir Erasmus Wilson, age 75; and the Duke of Buccleuch, age 78.

THE most popular gift books of this season are Tennyson's *Lady Clare*, with twenty-two illustrations, and Heber's *From Greenland's Icy Mountains*, with twenty illustrations. If our readers have not yet purchased their New Year's gifts they cannot do better than send \$1.50 to some trustworthy book-eller, and obtain one of these gems of book-making.

PROFESSOR TYNDALL is to give, this winter, at the Royal Institution, London, six lectures (adapted to a juvenile auditory) on "The Sources of Electricity, Volta-Electricity, Pyro-Electricity, Thermo-Electricity, Magneto-Electricity." Could not some of our High School masters or College professors do something similar for popular education during the present winter?

TORONTO:

THURSDAY, JANUARY 1, 1885.

UNIVERSITY CONFEDERATION.

IS A SCHEME PRACTICABLE?

THERE is no unsolved educational problem, upon the solution of which so much of the well-being of our province depends, as that of the practicability of university confederation.

We scarcely think any concession on the part of the Government, and University College and the University of Toronto on the one hand, and of the denominational colleges and universities on the other, too great, if, by making concessions, confederation can be secured. Higher collegiate education, and the efficient working of a great university, are now impossible in this province. There is not a single college whose means are not miserably inadequate to its pretensions—and as for the universities, Toronto, which of all comes nearest to the proper discharge of a true university function, has not money enough to pay for competent examination. From the state institutions the sources of private liberality are practically cut off; while to the private colleges and universities all state aid is denied. The province cannot come to the aid of the state college without offending the sectarian colleges, and through them the denominations, a thing no Government dares to do; while every man of wealth is marked by the keen eye of some denominational college head as soon as the least germ of liberality is discerned within him, and after long and watchful fostering the fruit of it is garnered as a donation to the college of the denomination of which he is a member. And again, the Government cannot for very shame's sake aid any of the separate colleges without aiding all alike, and its own too, which everybody sees would be a wasteful use of money; nor indeed, as a matter of principle, could it help any private college without assuming control of it, which of course would be impossible. Such is the state of affairs now. Progress there cannot be.

The very hopelessness of progress as things now are, has made progress possible by enforcing the recognition of the necessity of a change. The heads and other representatives of the different colleges and universities have been holding conferences under the chairmanship of the Minister of Education. The findings of

these conferences are not known, if indeed there have been any; although the press is promised full information after the next conference, which is to be held on the 9th instant. Common rumor has it that a somewhat satisfactory basis of confederation has been reached. If this is so, every lover of education ought to be devoutly thankful.

If a basis has been reached, it must be, in its main principles at least, that which *Bystander* long ago suggested as the only practicable one: the voluntary surrender on the part of the federating university bodies of their degree-conferring powers to a *new* institution, reserving the right of reclamation after the lapse of a certain period; this new institution being composed of a senate and convocation as is now the University of Toronto; the senate to consist of representatives of the Government and representatives of the federating universities and affiliating colleges, and representatives of convocation; and convocation to consist of *all* graduates of the federating universities:

But practically much more is necessary. The separate colleges could not hope to compete with University College, if University College remained state-sustained, and was kept fully equipped, while the separate colleges supplied their own resources. The new university must have enlarged functions. It must not only fix a curriculum, appoint examiners, hold examinations, confer degrees, but it must give lectures in those subjects which the federating institutions can agree upon to surrender to a professoriat accessible to all students alike. This professoriat must be maintained by the Government and appointed by it, but the senate of the new university should have the right of showing cause for the removal of any member of it; else the separate colleges would have no guarantee of the character of the instruction given by the university professors.

The federating colleges should have control of the discipline of the students enrolled by them, except during the attendance of their students upon university lectures, when the university professors should be held responsible for discipline.

But provision must be made for the instruction of those who do not wish to be enrolled as students of what are now known as sectarian colleges. In other words, the Government must maintain a complete

staff of professors, some of whom shall belong to the new university as stated above, and the remainder to a college, state-supported, but co-ordinate with the federating colleges.

Then the new senate must institute such a curriculum as all the colleges can provide for on fair terms. There must be sets of alternative subjects; e.g., one college might wish its students to take church history; this should be accepted as the equivalent of, say, optics. Another might wish its students to take apologetics, or Christian ethics; this should be accepted as an equivalent for political ethics; and so on. The certificate of attendance upon the lectures required in these alternative subjects, and of the college examinations in them being duly passed, should be accepted by the senate as sufficient without a further examination.

An important question will be to decide what subjects are to be taken by the university professors, and what by the professors in the various colleges. There seems to be a consensus of opinion that the sciences and both pure and applied mathematics, shall be entirely restricted to the university professors. In the first place, it would be immensely economical. Science requires numerous professors and an expensive outfit. Applied mathematics requires an even more expensive outfit, and it would be folly to keep up separate establishments for the proper teaching of these subjects. On the other hand, it is in the teaching of the languages, metaphysics, and moral philosophy that the bias of a teacher's mind is most seen, and its influence upon the minds of his pupils most felt, and therefore the various colleges will wisely keep these within their own influences.

For the successful carrying out of the whole scheme, the federating institutions now outside of Toronto should remove to it, and plant themselves in the university park, within easy distance of the magnificent pile there already consecrated to learning. The Government will have to provide accommodation for the university lecturers. Some of these, with the library, could be accommodated in the present buildings; but as a new examination and convocation hall will have to be built at any rate, the Government should take care to place it, and as many of the professors' lecture rooms with it as possible, in some central situation convenient to the students of all the federal colleges.

Trinity College is already on the ground, or near it. We understand that Victoria can come in without much loss. Queen's has beautiful new buildings, built for her by an affectionate city; to give them up seems like surrendering both wealth and honor; but there can be no question of the ultimate gain to it, as to every other college or university concerned, if all the higher institutions of learning now in Ontario should combine to form one *real* national university, with every necessary safeguard secured for the moral training of its students, and with the hope, that only such a union can give, not only that the streams of private munificence shall flow towards it, but also of that steadier stream of support whose sources are found alone in the public treasury of an intelligent people.

#### OUR POSITION.

THE editor has received very many letters enquiring the exact position which this new educational journal is to occupy. One gentleman writes:

"In the quadrangular contest for existence, a certain fixed principle of action must be adopted in regard to existing journals. What is yours?"

To which we reply, that we are on terms of intimate friendship with the managers of some of the other educational journals published in this city, and of perfect good feeling towards all. Interchanges of courtesy have already been made, and we hope they will frequently be repeated. For our own part, we are determined to maintain an attitude of perfect good will towards all our *confrères*, come what may.

Another writes:

"If your paper is to slavishly laud the present educational authorities, then I for one may be counted out of the number of its supporters. If it will be thoroughly independent in tone, and allow the acts of the Minister of Education and his subordinates to be criticised, then I am with you, and shall do all I can to back you up. We have, in Ontario, run to two extremes, either servile flattery or insane fault-finding."

Without assuming the accuracy of the gentleman's remark about the tone of educational journalism in the past, we reply that we shall freely admit all criticism that is gentlemanly in its expression, and fair in its spirit, provided that there is an evident *bona fides* in it, and that we are satisfied that its publication will be for the general good. As a rule we shall require that it be over its author's signature;

anonymous criticism is not apt to be fair. A man who has convictions, and who wishes to convince others, generally has the courage to express them openly.

Another gentleman asks:

"Is the paper a Government organ, the result of a sectional movement, a commercial venture, or is it to be *entirely independent*?"

If our position is not now clear to our readers, we will add: that the editor is the only one who has the right to say what shall and what shall not be admitted into the paper, and that he intends to exercise this right to the fullest; that the paper is entirely owned by the Company under whose name it is published, with the exception that the editor and the business manager have each a pecuniary interest in its success or failure; that beyond these no one has one cent at stake in its interest, or contributes one cent towards its support; that its only sources of income, either direct or indirect, are its receipts from its subscriptions and its advertisements; that its rates for subscriptions and advertisements are fixed and published, and from these there will be no deviation either of undercharge or overcharge to any person or corporation whatsoever; and that it is so far a commercial venture that unless it pays its own way it must drop out of the race; but that the company by whom it is published are prepared to sink a good deal of money for some years in firmly establishing it as a paper worthy of the support of every lover of education in the Province.

#### TO OUR PATRONS.

THE Editor begs leave to announce to the patrons of the EDUCATIONAL WEEKLY, that they may expect during the year contributions upon educational topics of both general and special interest from many of the leading educators of the province. He has received a large number of letters of congratulation and good will containing promises of aid, of the most cordial and sympathetic nature possible, both from gentlemen who kindly allow their names to be published, and from others who, for various reasons, desire not to have their names announced.

The Editor wishes the readers of the WEEKLY distinctly to understand that no gentleman whose name is announced is in any way answerable for the policy this paper may pursue. The Editor, himself, is the only one who is responsible for that, and the only one who is to determine what that policy shall be. Briefly he will state it to be that which he conceives to be best for the entire educational interests of the province. He begs leave to heartily

thank all those who have promised to help him in any way, and respectfully solicits advice and contributions of interest from all who are engaged in any way in the work of education.

Amongst the many who have promised contributions sometime during the year are:—

- T. C. L. Armstrong, M.A., LL.B., Barrister, Toronto.  
 W. H. Ballard, M.A., Inspector, Hamilton.  
 Thomas Bengough, Shorthand Institute, Toronto.  
 J. H. Brown, Professor of Visible Speech, Deaf and Dumb Institute, Belleville.  
 P. H. Bryce, M.A., M.D., Secretary Provincial Board of Health.  
 Thomas Carscadden, M.A., Principal Collegiate Institute, Galt.  
 Rev. Principal Caven, D.D., Knox College, Toronto.  
 Geo. A. Chase, M.A., Head-master High School, Ridgetown.  
 Rev. Professor Clarke, Trinity College, Toronto.  
 W. Cruikshank, Principal, Ontario School of Art, Toronto.  
 J. Dearness, Inspector, East Middlesex, London.  
 L. E. Embree, M.A., Principal, Collegiate Institute, Whitby.  
 J. H. Farmer, M.A., Classical Master, Woodstock College.  
 W. B. Geikie, M.D., F.R.C.S., Dean, Trinity College Medical School.  
 J. C. Glashan, Inspector, Ottawa.  
 Rev. Principal Grant, D.D., LL.D., Queen's College, Kingston.  
 John Henderson, M.A., Principal, Collegiate Institute, St. Catharines.  
 John George Hodgins, LL.D., Deputy Minister of Education, Toronto.  
 William Houston, M.A., Librarian to the Legislative Assembly.  
 S. Hughes, English Master, Collegiate Institute, Toronto.  
 W. H. Huston, M.A., Principal, Pickering College.  
 M. J. Kelly, LL.D., Inspector, Brantford.  
 I. M. Levan, M.A., Principal, Collegiate Institute, St. Mary's.  
 Robert Little, Inspector, County Halton, Acton.  
 T. M. McIntyre, M.A., LL.B., Principal, Ladies' College, Brantford.  
 Rev. Principal Nelles, D.D., LL.D., Victoria College, Cobourg.  
 Wm. Oldright, M.A., M.D., Provincial Board of Health, Toronto.  
 A. Purslow, M.A., LL.D., Head Master, High School, Port Hope.  
 W. J. Robertson, M.A., Mathematical Master, Collegiate Institute, St. Catharines.  
 Rev. Principal Sheraton, D.D., Wycliffe College, Toronto.  
 H. B. Spotton, M.A., Principal, Collegiate Institute, Barrie.  
 James Turnbull, M.A., Head Master, High School, Clinton.  
 J. E. Wetherell, M.A., Head Master, High School, Strathroy.  
 W. Williams, M.A., Principal, Collegiate Institute, Collingwood.  
 President Wilson, LL.D., University College, Toronto.  
 N. Wolverton, M.A., Principal, Woodstock College.  
 Samuel Woods, M.A., Principal, Ladies' College, Ottawa.

[Want of space prevents this list from being completed. A full list will be given in next issue.]

## Music.

SIGNOR BRIGNOLI, the well known tenor singer, so familiar to Canadian audiences, died recently in New York, at the age of sixty-three.

SARASATE, the violinist, who appeared with Mme. Nilsson on her first visit to Toronto, some ten or twelve years since, is now playing in Brussels.

IN view of the approaching bicentenary of Sébastian Bach's birth, the town of Cöthen, in which the great composer was organist from 1717 to 1723, is about to erect a monument to him.

DR. DAMROSCH director of the German Operatic Company at the Metropolitan Opera House, New York, has adopted the sunk orchestra, on the Bayreuth model. The New Yorkers call it the mystic gulf.

THE season of German Opera in New York at the Metropolitan Opera House is very successful under the conductorship of Dr. Leopold Damrosch, who visited Toronto last winter. Frau Materna is the chief dramatic soprano, and Herr Schott the leading tenor.

STANDARD piano-forte music is as much in danger of officious over editing, as English classics are in the hands of the ordinary school-book maker. In most of the German editions of Beethoven and Chopin it is now a matter of difficult research to discover what the composers really did write, the "editors" for the most part causing the passages to be printed in the manner they think they had better been written.

LONDON papers announce the death of Mrs. Meadows White one of the few ladies who have invited public judgment upon works in the higher school of music. Her settings of Collins's *Ode to the Passions*, and her overture to Longfellow's *Masque of Pandora* were compositions of serious aim. She composed also symphonies, concertos, chamber music and other ambitious works. She was more widely known under her maiden name of "Alice Mary Smith."

It will always afford us pleasure to chronicle anything that is done towards developing a taste for what is excellent in musical art by our schools and collegiate institutions. Two performances during the Christmas holidays, are worthy of especial mention. At the Galt Collegiate Institute, Mr. H. Gust Collins, of Toronto, directed a concert of great excellence. The performers were the "Toronto Quartette Club," under the leadership of the distinguished *virtuoso* Herr Jacobsen, and Mr. Schuch, and Miss Howden. When we say that the selections were principally from Haydn, Beethoven, Schubert and Gounod, we have sufficiently indicated the classical nature of the music, which is fair to say was most amply appreciated by the large audience present. At Hellmuth Ladies' College, Mr. W. Waugh Lauder, the famous pianist, conducted two concerts given principally by the young ladies of the College, but which nevertheless were most excellent in character. The whole range of musical literature seems to have been represented. The College is certainly to be congratulated on the possession of so able an instructor as Mr. Lauder, and the young ladies who come under his tuition are favored indeed.

## Drama.

ON the 10th ult. the fiftieth performance of "Hamlet" took place in the Princess Theatre in London.

RISTORI has residences in London, Paris, and Rome, and is negotiating for the purchase of one in Boston.

MR. W. J. ROLFE'S new "Friendly" edition of Shakespeare is by permission dedicated to Mrs. Mary Cowden-Clarke.

IT is reported that Mr. Henry E. Abbey has been given the English and American rights of Sardou's new play "Theodora."

NILSSON remains in Europe this year, while Patti is in America. As Shakespeare has said, two stars cannot together revolve in one sphere.

LORD TENNYSON'S new poem *Becket* is dedicated to Lord Selborne:—"To you, the honored Chancellor of our own day, I dedicate this dramatic memorial of your great predecessor."

AT a dinner in Stratford-on-Avon recently, Sir Francis Cunliffe-Owen promised, with the assistance of Mr. G. W. Childs, of Philadelphia, to organize a fund for the restoration of the church where Shakespeare is buried. The amount required for the purpose is £20,000 (\$100,000).

FANNY ELSSLER, the celebrated *danseuse*, and as much loved as celebrated, died recently. In her prime she achieved a fabulous success. Whenever she appeared an incredible number of flowers, and frequently of gold necklaces, bracelets, brooches, etc. were thrown upon the stage, expressing the appreciation of her audience.

M. VICTORIEN SARDOU'S new play, "Theodora," was produced in Paris on Christmas night. The scenery and staging of the play were wonderfully elaborate and effective. The tableaux with which the various acts ended were marvellous pictures of oriental luxury. Mme. Sara Bernhardt, who personated *Theodora*, won a great triumph. The play was received with great enthusiasm, and the superb acting in the culminating act produced thunders of applause.

APROPOS of the Laureate's new dramatic poem, *Thomas à Becket*, this is the estimate of it by Mr. George Henry Lewes, who read it some years ago:—

A kaleidoscope of lovely, wise and humorous fragments is constantly shifting before my mind's eye, and I try to piece them into a whole and to read the noble work. But many readings will be necessary. For it is only a vain critic, who doesn't know by *trial* what a work of art is, who can decide on a first inspection of what has cost the artist years of thought and rejection. The critic too often thrusts forward the suggestion which the artist early saw and rejected. The play is instinct with dramatic life, and is as various as Shakespeare, and (unlike Shakespeare) nowhere is there any fine writing  *thrust*  in because it is fine—because the poet wanted to say the fine things which arose in his mind. Prophecy has been called the most "gratuitous form of error" by my better half, so I ought to be chary in prophecy; yet I have no hesitation in saying that whatever the critics of to-day may think or say, the critics of to-morrow will unanimously declare Alfred Tennyson to be a great dramatic genius.

## Art.

A MEDALLION bust of Carlyle is shortly to be placed on the outside of the house in Cheyne-row, formerly occupied by him.

CASSELL'S *Man of Art* is pronounced by the *Athenæum* to stand unsurpassed. Its "editor knows how to raise the public taste without seeming to be either aesthetic or learned."

THE picture "Found," the joint work of Sir Edwin Landseer and Mr. Millais—the figure and animals were painted by Sir Edwin twenty years ago, and the landscape part of the study by Mr. Millais quite recently—is being engraved.

DR. SCHLIEMANN'S new work giving an account of his excavations at Tiryns, is now in the press and will be published next month simultaneously in England, America, Germany, and France. The learned doctor is going to Crete, where he expects his excavations will be crowned with his usual success.

THE design selected for the monument to Gambetta comprises an obelisk mounted on a base, with grandiose figures of Truth and Love seated one on each side. Gambetta is placed in front. On the summit of the obelisk is a winged lion in bronze, carrying a "jeune République," who holds the *Déclaration des Droits de l'Homme* in his hand. Copious extracts from the speeches of Gambetta are inscribed on the four faces of the obelisk.

MRS. EDMUND W. GOSSE and Mrs. Alma Tadema, both extremely amiable and beautiful women, used to be called by their intimate friends "Gratetul" and "Comforting." The allusion is easy to understand if one remembers that they are the daughters of Mr. Epps, of cocoa fame, whose advertisement is familiar to every one. Mrs. Tadema is a talented artist whose pictures are often hung in the academy. Mrs. Gosse is not considered so handsome as her sister, but she is a very clever amateur artist, and paints and draws well. She is now in Boston with her husband, the poet, who is giving a course of lectures there, and they are the guests of Mr. W. D. Howells the author.

THE subject of the political cartoon for *Punch* is fixed by or suggested to Mr. Tenniel at the weekly *Punch* dinner on Wednesday. On Thursday he puts into definite shape his thoughts on the matter, and on Friday, without using models, he draws and finishes his design completely on the wood, ready for the engraver. This is no light task, and involves a very great mental strain. Mr. Tenniel must be abreast of the topics of the day, and keenly alive to the many varying currents of public opinion, and he must always work at high pressure, with the absolute necessity upon him of having his block finished by a certain hour. The blocks are generally admirably cut, but it sometimes happens that the engraver makes mistakes. Mr. Tenniel says, however, that he has grown used to such accidents and can bear them philosophically. That he has been able through so many years to produce with undeviating punctuality, and with practically no intermission, his weekly contribution, is a high testimony to his readiness, industry, and determination.—*Good Words*.

## The High School.

### PHYSICS AS A MEANS IN MENTAL DEVELOPMENT.

PROFESSOR TYNDALL.

THE term Physics refers to that portion of natural science which lies midway between astronomy and chemistry. The former, indeed, is Physics applied to masses of enormous weight, while the latter is Physics applied to atoms and molecules. The subjects of Physics proper are, therefore, those which lie nearest to human perception—the light and heat of the sun, color, sound, motion, the loadstone, electrical attractions and repulsions, thunder and lightning, rain, snow, dew, and so forth. The senses of Man stand between these phenomena, between the external world and the world of thought. He takes his facts from Nature and transfers them to the domain of mind; he looks at them, compares them, observes their mutual relations and connexions, and thus brings them clearer and clearer before his mental eye until, finally, by a kind of inspiration, he alights upon the cause which unites them. This is the last act of the mind in this centripetal direction, in its progress from the multiplicity of facts to the central cause on which they depend. But, having guessed the cause, he is not yet contented; he now sets out from his centre and travels in the other direction; he sees that if his guess be true, certain consequences must follow from it, and he appeals to the law and testimony of experiment whether the thing is so. Thus he completes the circuit of thought—from without inward, from multiplicity to unity; and from within outward, from unity to multiplicity. He traverses the line between cause and effect both ways, and, in so doing, calls all his reasoning powers into play. The mental effort involved in these processes may be justly compared to those exercises of the body which invoke the co-operation of every muscle, and thus confer upon the whole frame the benefits of healthy action.

A few days ago a Master of Arts, who is still a young man, and therefore the recipient of a modern education, stated to me that for the first twenty years of his life he had been taught nothing regarding Light, Heat, Magnetism, or Electricity; twelve of these years had been spent among the ancients, all connection thus being severed between him and natural phenomena. Now, we cannot, without prejudice to humanity, separate the present from the past. The nineteenth century strikes its roots into the centuries gone by, and draws nutriment from them. The world cannot afford to lose the record of any great deed or utterance, for such deeds and such utterances are prolific throughout all time. We cannot yield the companionship

of our loftier brothers of antiquity—of our Socrates and Cato—whose lives provoke us to sympathetic greatness across the interval of two thousand years. As long as the ancient languages are the means of access to the ancient mind, they must ever be of priceless value to humanity; but it is as the avenues of ancient thought, and not as the instruments of modern culture, that they are chiefly valuable to Man. Surely these avenues might be kept open without demanding such sacrifices as that above referred to. We have conquered and possessed ourselves of continents of land, concerning which antiquity knew nothing, and if new continents of thought reveal themselves to the exploring human spirit, shall we not possess them also? In these latter days, the study of Physics has given us glimpses of the methods of Nature which were quite hidden from the ancients, and it would be treason to the trust committed to us, if we were to sacrifice the hopes and aspirations of the Present out of deference to the Past.

The study of Physics, as already intimated, consists of two processes, which are complementary to each other—the tracing of facts to their causes, and the logical advance from the cause to the fact. In the former process, called *induction*, certain moral qualities come into play. It requires patient industry, and an humble and conscientious acceptance of what Nature reveals. The first condition of success is an honest receptivity and willingness to abandon all preconceived notions, however cherished, if they be found to contradict the truth.

The second process in Physical investigation is *deduction*, or, the advance of the mind from fixed principles to the conclusions which flow from them. The rules of logic are the formal statement of this process which, however, was practised by every healthy mind before ever such rules were written. In the study of Physics, induction and deduction are perpetually married to each other. The man observes—he strips facts of their peculiarities of form, and tries to unite them by their essences; having effected this, he at once deduces, and thus checks his induction. Here the grand difference between the methods at present followed and those of the ancients becomes manifest. They were one-sided in these matters; they omitted the process of induction, and substituted conjecture for observation. They do not seem to have possessed sufficient patience to watch the slow processes of Nature, and to make themselves acquainted with the conditions under which she operates. Ignorant of these conditions, they could never penetrate her secrets, nor master her laws. This mastery not only enables us to turn her forces against each other, so as to protect ourselves from their hostile action, but makes them our slaves. By the study of Physics we have

opened to us treasuries of power of which antiquity never dreamed.

Thus, then, as a means of intellectual culture, the study of Physics exercises and sharpens observations; it brings the most exhaustive logic into play; it compares, abstracts and generalizes, and provides a mental imagery admirably suited to these processes. The strictest precision of thought is everywhere enforced, and prudence, foresight and sagacity are demanded. By its appeals to experiment it continually checks itself, and builds upon a sure foundation.

Thus far we have regarded the study of Physics as an agent of intellectual culture, but like other things in Nature, it subserves more than a single end. The colors of the clouds delight the eye and, no doubt, accomplish moral purposes also; but the self-same clouds hold within their fleeces the moisture by which our fields are rendered fruitful. The sunbeams excite our interest and invite our investigation, but they also extend their beneficent influences to our fruits and corn, and thus accomplish not only intellectual ends, but minister at the same time to our material necessities. And so it is with scientific research. While the love of science is a sufficient incentive to the pursuit of science, and the investigator, in the prosecution of his enquiries, is raised above all material considerations, the results of his labors may exercise a potent influence upon the physical condition of Man.

The world was built in order; it is the visual record of its Maker's logic, and to us have been trusted the will and power to grapple with the mighty argument. Descending for a moment from this high ground to considerations which lie closer to us as a nation—as a land of gas and furnaces, of steam and electricity; as a land which science, practically applied, has made great in peace and mighty in war—I ask you whether this "land of old and just renown" has not a right to expect from her institutions a culture which shall embrace something more than declension and conjugation? They can place Physical science upon its proper basis; they can check the habit, now too common, of regarding science solely as an instrument of material prosperity; they can dwell with effect upon its nobler use, and raise the national mind to the contemplation of it as the last development of that "increasing purpose" which runs through the ages and widens the thoughts of men.

### QUESTIONS ON ELEMENTARY PHYSICS.

Selected from Hill's Manual.

#### I.—INTRODUCTORY.

1. How do we become aware of the existence of objects outside of ourselves?
2. What is the ground of our expectation that the sun will rise to-morrow? In general, when is our expectation that a certain phenomenon will recur well grounded?

## The Public School.

### DON.

JAMES T. FIELDS.

THIS is Don, the dog of dogs, sir,  
just as lions outrank frogs, sir,  
just as the eagles are superior  
To buzzards and that tribe inferior.

He's a shepherd lad—a beauty—  
And to praise him seems a duty,  
But it puts my pen to shame, sir,  
When his virtues I would name, sir.  
"Don! come here and bend your head now,  
Let us see your best well-bred bow!"  
Was there ever such a creature!  
Common sense in every feature!  
"Don! rise up and look around you!"  
Blessings on the day we found you.

Sell him! well, upon my word, sir,  
That's a notion too absurd, sir.  
Would I sell our little Ally,  
Barter Tom, dispose of Sally?  
Think you I'd negotiate  
For my wife, at any rate?

Sell our Don! you're surely joking,  
And 't is fun at us you're poking!  
Twenty voyages we've tried, sir,  
Sleeping, waking, side by side, sir,  
And Don and I will not divide, sir;  
He's my friend, that's why I love him,—  
And no mortal dog's above him!

He prefers a life aquatic,  
But never dog was less dogmatic.  
Years ago when I was master  
Of a tight brig called the *Castor*,  
Don and I were bound for Cadiz,  
With the loveliest of ladies  
And her boy—a stalwart, hearty,  
Crowing one-year infant party,  
Full of childhood's myriad graces,  
Bubbling sunshine in our faces  
As we bowled along so steady,  
Half-way home, or more, already.

How the sailor loved our darling!  
No more swearing, no more snarling;  
On their backs, when not on duty,  
Round they bore the blue-eyed beauty,—  
Singing, shouting, leaping, prancing,—  
All the crew took turns in dancing;  
Every tar playing Punchinello  
With the pretty, laughing fellow;  
Even the second mate gave sly winks  
At the noisy mid-day high jinks.  
Never was a crew so happy  
With a curly-headed chappy,  
Never were such sports gigantic,  
Never dog with joy more antic.

While thus jolly, all together,  
There blew up a change of weather,  
Nothing stormy, but quite breezy,  
And the wind grew damp and wheezy,  
Like a gale in too low spirits  
To put forth one half its merits,—  
But, perchance, a dry-land ranger  
Might suspect some kind of danger.

Soon our stanch and gallant vessel  
With the waves began to wrestle,  
And to jump about a trifle,  
Sometimes kicking like a rifle  
When 't is slightly overloaded,  
But by no means nigh exploded.

'T was the coming on of twilight,  
As we stood abaft the skylight,  
Scampering round to please the baby,  
(Old Bill Benson held him, maybe.)  
When the youngster stretched his fingers

Towards the spot where sunset lingers,  
And with strong and sudden motion  
Leaped into the weltering ocean!  
"What did Don do?" Can't you guess, sir?  
He sprang also—by express, sir;  
Seized the infant's little dress, sir,  
Held the baby's head up boldly  
From the waves that rushed so coldly;  
And in just about a minute  
Our boat had them safe within it.

Sell him! Would you sell your brother?  
Don and I love one another.

### MORAL EDUCATION THE GREAT WANT OF THE AGE.

REV. PETER PRESCOTT.

#### MORAL EDUCATION—ITS NECESSITY.

JOHN LOCKE, in his "Treatise on Education" published two hundred years ago, sets forth his sense of the importance of education in these memorable words: "I think we may safely assert that in a hundred men there are more than ninety who are what they are, good or bad, useful or pernicious to society, from the instruction they have received; it is on education that depends the great difference observable among men."

Leaving out of view physical education, it may be said that education has two departments, mental and moral. The advancement which has been made in mental or intellectual education, during the past thirty or forty years, is confessedly very great; even the education of infants has been reduced to system with valuable results. But mental education has been pursued so exclusively that it has monopolized the name of education, as though the culture of the heart were not as important as the culture of the head. Strange and startling is the fact that this monopoly has become established, if we consider it aright. If we speak of the culture of the heart and conscience, the regulation of the affections, the implanting of right principles, the training to virtuous habits, we are compelled to prefix the term "moral," and speak of moral education; just as when, in mentioning the training of the body, we use the prefix "physical," and speak of physical education. But when we speak of education, it is understood at once that we mean the culture of the intellect. This simple fact, that in the current speech of the English nation, in the last quarter of the nineteenth century, education means the culture of the intellect, as though man were a creature with a head and without a heart, is surely a fact fraught with most momentous consequences. No intelligent man, accustomed to weigh the meaning of words, can fail to see this at a glance; and the more deeply the fact is pondered, the more fully convinced will he become that practical results must flow from it, permeating the entire life of the nation. The logic of theory will prepare him for the logic of facts; he will be, in some measure, prepared for the con-

sideration of the solemn question: Why is it that, notwithstanding the evangelistic and philanthropic efforts so energetically made, the nation is in its present condition?

The sentiments of Locke on the subject of moral education are sufficiently set forth in the following words: "That which every gentleman who takes any care of his son's education desires for him, is contained, I suppose, in these four things—virtue, wisdom, breeding, and learning." Here we find that virtue is placed *first*, and learning *last*; whereas the English nation at present places learning first, and virtue nowhere; that is to say, virtue has no recognized place in the curriculum of studies, though entitled to occupy the foremost position.

Lady Hervey writes thus: "A father inquires whether his boy can construe Homer, if he understands Horace, and can parse Virgil; but how seldom does he ask, or examine, or think whether his son can restrain his passions, whether he is grateful, generous, humane, compassionate, just, and benevolent?" In these words we discern Lady Hervey's estimate of the value of moral education; and when all mothers regard the subject in the same light, a brighter day will dawn on "England's happy homes" than they have ever witnessed.

Napoleon was a man of great sagacity, and was accustomed to say, "What France wants is good mothers!" This saying was not his own in its origin. It was uttered in his presence by a lady, in the course of a conversation respecting the condition and prospects of that country. He instantly discerned the immense value of the sentiment, endorsed it, and gave it the stamp of his influential name. And though England has the best mothers in the world, still it is true that what England wants is good mothers.

We have ascended the centuries to the days of Locke; let us ascend still higher to the days of William of Wykeham. Five hundred years ago he founded Winchester School, and chose for it this motto: "MANNERS MAKE THE MAN." But what did William of Wykeham mean by manners? In modern English the word means civility, courtesy, politeness. But in the days of our ancestors the word had a nobler and richer meaning; and this deeper signification it retained to a period so recent as that of James I., for in the Authorised Version of the Bible we read, "Evil communications corrupt good manners." By the expression "good manners" is meant good morals; or rather, good morals as producing good manners: whereas the modern meaning of the word virtually amounts to this,—good manners as a substitute for good morals. The sentiment of William of Wykeham is therefore nothing short of this: moral education lies at the foundation of character; good manners

springing from good morals are the making of a man. And in order to reduce this sentiment to practice, Winchester School was established as long ago as half a millennium. And this motto ought to be the motto of every school and college in England; that is, in Great Britain and Ireland and throughout the British Empire.

It is manifest, therefore, that education, to be worthy of the name, must appeal to the whole nature of man, to the heart as well as the head. Moral training, instead of being a hindrance to the exercise of the intellect, will be found to be a direct and valuable assistance: the cerebral powers are calm and under control, and able to put forth all their strength, only when the moral feelings are duly disciplined, and preserved in a state of tranquillity and peace.

(To be continued.)

## The Kindergarten.

### PICCOLA AND THE SPARROW.

CELIA THAXTER.

POOR, sweet Piccola! Did you hear  
What happened to Piccola, children dear?  
'Tis seldom Fortune such favor grants  
As fell to this little maid of France.

'Twas Christmas-time, and her paren poor  
Could hardly drive the wolf from the door,  
Striving with poverty's patient pain  
Only to live till summer again.

No gifts for Piccola! Sad were they  
When dawned the morning of Christmas  
Day;  
Their little darling no joy might stir,  
St. Nicholas nothing would bring to her!

But Piccola never doubted at all  
That something beautiful must befall  
Every child upon Christmas Day,  
And so she slept till the dawn was gray.

And, full of faith, when at last she woke,  
She stole to her shoe as the morning broke;  
Such sounds of gladness filled all the air,  
'Twas plain St. Nicholas had been there!

In rushed Piccola sweet, half wild:  
Never was seen such a joyful child.  
"See what the good saint brought!" she  
cried,  
And mother and father must peep inside.

Now such a story who ever heard?  
There was a little shivering bird!  
A sparrow, that in at the window flew,  
Had crept into Piccola's tiny shoe!

"How good Piccola must have been!"  
She cried as happy as any queen,  
While the starving sparrow she fed and  
warmed,  
And danced with rapture, she was so charm-  
ed.

Children, this story I tell to you,  
Of Piccola sweet and her bird, is true.  
In the far-off land of France, they say,  
Still do they live to this very day.

## FROEBEL.

DEAR old Froebel! The heart glows at the remembrance of that kind, unwearied friend of the young—devoted friend of humanity. It delights in recalling the story of his life—that long span of seventy years—sorrow-shadowed though it often was; for one catches at every turn the reflection of the brightness of a noble spirit, steadily advancing in spite of obstacles, disappointments, misfortunes, his heart warm with one fixed purpose—the first fruits of which the world has to-day in those charming "gardens of children," still known by their German name, "Kindergartens."

It was in the early springtime of the year 1782, that there was born in the pastor's house at Oberweissbach, a village of the Thuringian Forest, of Germany, a little son, to whom was given the name Friedrich Wilhelm August Froebel. The little Friedrich's sorrows began early. In his babyhood his mother died. Pastor Froebel neglected his boy. After a while, there came a step-mother. His unloved boyhood was already consciously chilling his young heart, when his mother's brother took him into his house at Stadt-Ilm. Here at the village school his reflective mind and thoughtful mien were misunderstood, and accredited to him for dullness. The fact was, his thoughts were taking deeper channels in their searchings for hidden truths than the daily routine of the village schoolmaster afforded; and thus it was that at the age of fifteen, it being deemed that a university course would be thrown away upon him, he was apprenticed for two years to a forester. Left to himself in the Thuringian Forest, he found there a grander university than had he gone to Jena. From the book of Nature herself, and without scientific instruction, he obtained a profound insight into the uniformity and essential unity of Nature's laws. Two important years of his life were these; for in his solitary rambles in the forest, his observation of natural phenomena, and of trees and plants particularly, led him to form the habit of deducing general truths from what he saw of Nature's movements throughout her whole realm. It was at this time that the celebrated Jahn told a fellow student at Berlin, of meeting in the Thuringian Forest a queer young fellow who "made out all sorts of wonderful things from stones and cobwebs."

When at seventeen Friedrich left the forest, those thoughts were fixing themselves in his mind, to the realization of which all his future life was to be devoted. Eager now to avail himself of a regular study of the natural sciences, he with great difficulty got leave to go to the University of Jena. After a year there, he returned home with very poor prospects for "getting on" in a worldly point of view, but very intent on what he called a course of self-completion. For some years now his life is very chequered.

First comes a two years' essay at farming, and then he is surveyor, accountant, private secretary, and architect, by turns. But all the while there is in his heart of hearts the constant thought that there is something great to be done by him in the future, by which he may help his fellow-beings; and when at last he finds himself teaching with marked success in the Model School at Frankfort-on-the-Main, he knows he has found his true vocation—education. The two years that he passed in this Model School convinced him that he had much to learn, and leaving it he went with three pupils to Yverdon, near Neuchâtel, the famous institution of the Swiss Pestalozzi, to be under the influence of that great master, and from 1807 to 1809, Froebel eagerly learned all that Pestalozzi could teach him, which was much. Then, taking up the results at which Pestalozzi had arrived, Froebel proceeded to carry forward the line of true human development, and hence of true education. He felt, however, that his knowledge was not yet sufficient for a real teacher, and he proceeded to study at the university of Goettingen.

"He now believed himself led by heaven to be an educator, and was inspired with an earnest hope that through the reform in the whole scope of education which he felt to be so necessary, he might be the chosen instrument to work out the regeneration of the nation; but he had no weak enthusiast's faith in the all-sufficiency of such a call to fit him for the task." He felt that more knowledge and more study were necessary, Herein is the great lesson which Froebel has to teach us as educators. "When we follow the man through his labors and his struggles, when we see him building up his own life as he would have built up the national life, seeking knowledge for himself as he sought to give it to others, because it was needed to satisfy some thirst of the soul, to round off some incompleteness in that perfecting of the whole being, which was the reasonable offering of man to his Creator,—then we understand him, and each portion of his system becomes clear to us—not as a piece of mechanism that might be altered here or improved there—but as a living organism that can work and grow only when complete in all its parts." To acquire a more intimate knowledge of mineralogy, which, with every branch of natural science, he deemed necessary to the complete mental outfit of a good teacher, he went to Berlin to study it under Weiss. But his stay there was interrupted by the call to arms for the campaign of 1813.

The king's personal appeal, "To my people," caught the enthusiastic heart of Froebel. "How!" he said afterwards, "would it have been possible for me to think of becoming an educator of the children of a country which I should not be willing to defend with my blood or my life? How

should I be able, without shame or without incurring the scorn and derision of my pupils, to stir them to any great thing, to any action requiring effort or self-sacrifice, if, a German, I had refused to respond to the call to come to the defence of Germany?"

After his short experience as a soldier, he accepted the position of curator in the Museum of Mineralogy, at Berlin. This seems to be a turning aside from his work; but not so; he simply resumed his studies there with the object of completing his own fitness as an educator. When a valuable post at Stockholm was offered to him he declined it as foreign to his educational purpose. Meanwhile all his thoughts on education were steadily shaping themselves into a philosophical system. Holding that man and nature, proceeding as they do from the same source, must be governed by the same laws, more and more firmly he became convinced that true education is unity of development, "perfect evolution in accordance with the laws of being."

### Educational Intelligence.

MISS MARY G. CALDWELL, a young lady of New York, has given \$300,000 for the foundation of a Catholic University.

THE head-masters of the Eton and Rugby schools in England are each said to enjoy an income of \$15,000 a year.

ACCORDING to the London *Guardian* the Western University at London, Ont., has conferred the degree of D.D. on Rev. John Bennett, *honoris causa*.

NOTWITHSTANDING the fact that such eminent divines as Dr. Edward Everett Hale, and Phillips Brooks conduct chapel services at Harvard, the students, show a decided disinclination to attend prayers. A petition is now being circulated asking that "prayers" be placed among the "electives."

FOLLOWING closely in the footsteps of his brother, the Dean of Montreal, the Rev. Hartley Carmichael, of Hamilton, has commenced lecturing on Sunday mornings on "Religion and Science." The subject treated of in the first lecture was the uncertainty of geological evidence touching the age of the earth.

THE Chautauqua Literary and Scientific Circle is now pretty well known. It has been in operation since 1878, and has done a great deal of good. It provides a course of reading for individuals in all quarters of the world, a course easily overtaken by those most busily engaged in the ordinary business walks of life. The yearly re-unions at Chautauqua have come to be very pleasant and very profitable. We understand that a similar summer resort is to be instituted in Canada in connection with the reading circles already established in the Dominion. We wish the enterprise all success.—*Globe*.

THERE are few officials who ought to be more carefully selected than School Trustees. The very best man in a school section ought to be chosen for this work, and the very best ought to be willing to serve. It would be a great advantage to the cause of education if every School Board contained

a few competent lady members. Our urgent advice to all whom it may concern, is to seek out and elect the very best persons available for School Trustees, and then to treat them fairly by allowing them some reasonable liberty, and by giving them credit when they deserve it—for honest, intelligent, and disinterested conduct in the discharge of their duties.—*Globe*.

THE Professors of the Ontario Agricultural College will assist in holding Farmers' Institutes from the 5th to the 21st January, 1885, as follows:—James Mills, M. A., President, J. Hoyes Panton, M. A., Professor of Geology and Biology, and Mr. A. E. Shuttleworth, Assistant Superintendent of the Experimental Department, will go west to assist at Smithville (Welland) on the 5th and 6th, Kingsville (Essex) on the 7th and 8th, Wyoming (Lambton) on the 9th and 10th, Coldstream (Middlesex) on the 12th and 13th, Woodstock (Oxford) on the 16th and 17th, and, coming east again, will be at Orillia (Simcoe) on the 19th and 20th. Wm. Brown, Professor of Agriculture; R. B. Hare, Ph. D., Professor of Chemistry; and F. C. Greenside, V.S., Professor of Veterinary Science, will go east to assist at the Grange Hall between Pickering and Whitby on the 5th and 6th, Kingston on the 7th and 8th, Oshawa on the 9th and 10th, New Lowell (Simcoe) on the 12th and 13th, Meaford (Grey) on the 14th and 15th, and, returning west, will be at Hamilton on the 20th and 21st.

All the institutes will begin at half-past one the first day, and close at three or four in the afternoon of the second day.—*Globe*.

THE following are the names of those who successfully passed the December professional examinations in the Toronto Normal School:

MALES.—Anderson, Allingham, Allen, Burrows, Brown, E. R. Black, Brathwaite, Cook, Dickenson, Davidson, Delgaty, Ellerby, P. W. Fairman, R. Fairman, Fletcher, Gunby, Galbraith, Hugill, Hay, D. Johnston, Jones, T. Johnston, Kee, Kerrman, Knight, Lyon, Longford, Leslie, Letcherdale, Moore, Montgomery, R. McDonald, McCarthy, McKechnie, G. McDonald, Neagle, Rooney, Smith, Strath, Small, Taylor, Thompson, Teney, Winter, Wilkinson.

FEMALES.—Bremner, Baillie, Beam, Beckett, Chisholm, Coleridge, Cleator, Duncan, Drew, Eadie, Fyfe, Greer, L. Graham, E. Graham, Heath, Husband, Hobson, Henry, Heslop, Killaran, Knox, Kirkpatrick, Lennox, Malone, Morrison, J. St. C. Macdonald, N. McDonald, McNaughton, Pringle, Pearson, Philp, Ross, Riach, Maud Reede, Slater, Sanders, Sutton, L. Sturrette, B. Starret, Spence, Sutherland, Woolley, Williams, Wyatt, Walton, Winnacutt, and Wood.

THE certificates of the following students were raised from Grade B. to grade A:—Females—Ducuan, N. McDonald, Lennox, Kirkpatrick, McNaughton, Knox, and Kiloran. Males—Winter, Cook, Knight, Dickenson, and Strath.

THE following students who hold either grade A or first-class, are worthy of special mention:—Misses Fyfe, Maud Reede, Bremner, Suherland, Morrison, and Messrs. Taylor, McCarthy, Neagle, and Leslie. Gold Medalist—Wilson Taylor.

IN addition to the names announced at the closing exercises the following candidates will receive full certificates:—Messrs. Currie, and Carpenter; Misses Bateman, Dunbar, Foster, Garvin, Hicks, Murray, McArthur, McKindsey, McIntyre, Simpson, Thomson, Wright, Ann L. Butters.

## Personals.

### EDUCATIONAL.

MR. GEORGE W. ROSS, late mathematical master of Chatham High School, has been appointed mathematical master of Galt Collegiate Institute.

MR. W. H. BALLARD, M.A., for many years mathematical master of Hamilton Collegiate Institute, has been appointed Inspector of Schools for the city of Hamilton.

DR. HOWARD, jun., one of the demonstrators of anatomy at McGill College, has secured by examination the fellowship of the Royal College of Surgeons of England, being the first native Canadian who has obtained the honor.

REV. H. W. DAVIES, D.D., for the past nineteen years Principal of the Toronto Normal School, has resigned his post. He is to be succeeded by Mr. Thomas Kirkland, M.A., who since 1871 has been the science master of the institution.

MR. G. B. SPARLING, M.A., second mathematical master of Upper Canada College, was, at the close of the late term, presented by the boys of the Lower Modern Form of the College, with an address indicating the good feeling of the form towards their instructor. Accompanying the address was a beautiful ice-water pitcher.

MR. D. H. HUNTER, M.A., has resigned the Headmastership of Waterdown High School to accept that of Woodstock. It has always seemed to us a matter of wonder that so energetic and successful a teacher as Mr. Hunter is, should not long ago have entered a wider sphere than that in which he has spent so many of the best years of his life.

MR. THOMAS CARSCADDEN, M.A., late English Master of Galt Collegiate Institute, has been appointed Principal, in room of Mr. J. E. Bryant, resigned. Mr. Carscadden is a Gold medallist of Toronto, a successful and very deservedly popular teacher. He has had experience which admirably fits him for his new position, having been for some years Principal of the Academy, Charlottetown, P.E.I.

MR. J. E. WETHERELL, M.A., head master of the Strathroy High School has been appearing before the public lately in two most excellent ways. Not long ago he lectured before one of the largest audiences ever gathered in St. Marys, on "A Woman's Hand," his lecture receiving the warmest encomiums from the local press; and on Christmas day a poem by him, "A Christmas Ode," appeared in the *Mail*, and attracted considerable attention.

MR. SAMUEL CLARE, for seventeen years writing master of the Toronto Model School, retired at the close of the present session. Being one of the most efficient instructors of the institution, his retirement is in many respects to be regretted. We believe, however, it results from the conviction of the Minister of Education that the organization of the Model School should in no essential respect be different from that of an ordinary well-graded public school. In such a school a master of writing is rarely employed; the teachers of the school are answerable for the subject. The Minister has thought that the teachers-in-training at the Model School should not be familiarized with a system

they could not expect afterwards to carry out, and so has decided that the regular masters of the Model School should teach the subjects of writing and book-keeping in the institution.

**GENERAL.**

CARDINAL MANNING is writing a life of St. Vincent de Paul.

DUMAS, author and dramatist, has been made commander of the Legion of Honour.

WILLIAM HENRY CHANNING, the well-known Unitarian minister and author, is dead.

GEN. GRANT is in very poor health, and his family feel much anxiety regarding his condition.

MRS. FAWCETT, widow of the late blind Postmaster-General of Great Britain, will shortly be made President of the Girton College.

In the death of Mr. James Bethune, Q. C., at the early age of forty-five, Canada loses one of her most worthy citizens, and the Canadian bar one of its chiefest ornaments.

"I NEVER allow business of any kind to enter my chamber door," said Mr. Gladstone recently. "In all my political life I have never been kept awake five minutes by any debate in Parliament."

JOHN G. WHITTIER received two large birthday cakes last week, one of which was surrounded by seventy-seven lighted candles. The Boston high school girls sent the poet a basket of seventy-seven tea roses.

PRINCE BISMARCK'S official salary is \$13,500 a year, *o. y.*, while the ambassadors he sends to London and St. Petersburg get \$37,500 each. But then there is more dynamite there than in Berlin.

THE *Youth's Companion* which is now the source of an enormous income to its present proprietor, and by far the most popular of children's papers published, was started by the father of N. P. Willis, the poet.

PRINCE ALBERT will join the Grenadiers at the close of his studies at the university. The Prince of Wales has requested that no distinction be made between Prince Albert's duties and those of the other officers.

MR. JOSEPH CHAMBERLAIN, the most radical of Mr. Gladstone's colleagues, dresses in the height of fashion, wears the choicest exotics in his buttonhole, drives to the House of Commons in a fine carriage drawn by a pair of high nettled horses, and lives in style.

THE portrait of Lord Lorne, the late Governor-General of Canada, by Millais, the celebrated English artist, has been completed. The likeness is an admirable one and it is finished in the painter's best style. It has been presented to the National Art Gallery of Canada, in Ottawa.

CORRESPONDENCE with Queen Victoria by letter is one of the Prime Minister's regular and almost daily duties. When there has been an important division or debate in Parliament, and members are hastening home, tired, to bed, the Premier alone can take no rest until he has written to the Queen his official report of the proceedings. These letters are couched in the third person: "Mr. Gladstone presents his duty to her Majesty, etc.," and her Majesty's replies, usually dictated to a secretary, also run in the third person.

THE eighty-ninth birthday of Prof. Leopold Von Ranke, the distinguished historian, was celebrated on Sunday the 21st ult. Testimonials in honor of the occasion were received from all parts of Germany. His strength is unabated. He works daily upon his history, which is now approaching completion.

A MEMORIAL to the late professor Fawcett, Post Master General, is to be raised, consisting in the first instance of his portrait, to be presented to the University of Cambridge, and secondly, of the establishment of some permanent means towards the encouragement of economic science, or some study connected with the welfare of India.

DECEMBER is a memorable month for Mr. Gladstone. He was born in December, 1809, entered Parliament in December, 1832, was first made Chancellor of the Exchequer in December, 1852, became Prime Minister in December, 1868; began the fight that elected the present Parliament in December, 1879; and in December, 1884, carries his great Franchise bill.

M. LUDOVIC HALEVY, the author of a multitude of clever, amusing, witty, surpassingly French, not a little objectionable, and often exceedingly trivial, vaudevilles, *Opéras Bouffes*, novelettes, sketches, etc., etc., has been elected a member of the French Academy. He is the first Jew among the Forty Immortals. The affair shows how closely the Jews of France—who a century ago were social outcasts and, altogether, form only one seventh of one per cent. of the population—have entered into the literary and art life of the country.

**Official Regulations.**

**SECOND-CLASS PROFESSIONAL EXAMINATIONS.**

*Papers set at the Examinations held in Toronto and Ottawa Normal Schools, December, 1884.*

**I. READING (THEORY)—Examiner: J. F. WHITE.**

1. "The fact is, that the object, word, sentence, script, and phonic methods form one true method in teaching reading."

Give your views in regard to the above statement.

Clearly explain (1) the sentence, (2) the phonic method, giving the merits and the defects of each.

2. Rapidity and indistinctness are common faults in reading. Show how you would endeavour to correct them.

3. Give the heads of a reading lesson for (a) Class I, Part II, (b) for Class IV.

4. State some rules to be observed for the proper rendering of poetry.

**MACBETH;**

Go bid thy mistress, when my drink is ready,  
She strike upon the bell. Get thee to bed.—  
Is this a dagger which I see before me,  
The handle toward my hand?—Come, let  
me clutch thee.

I have thee not, and yet I see thee still.  
Art thou not, fatal vision, sensible  
To feeling as to sight? or art thou but  
A dagger of the mind, a false creation,  
Proceeding from the heart-oppressed brain?  
I see thee yet, in form as palpable  
As this which now I draw.

Thou marshall'st me the way that I was  
going;

And such an instrument I was to use.—  
Mine eyes are made the fools o' the other  
senses,

Or else worth all the rest: I see thee still;  
And on thy blade and dudgeon gouts of blood,  
Which was not so before.—There's no such  
thing:

It is the bloody business which informs  
Thus to mine eyes.

(a). What feelings and qualities of voice should mark the delivery of this passage? Note specially any changes in modulation.

(b). In lines 5, 8, 14, 16, 18, underline the words requiring emphasis.

(c). Indicate by means of upright dashes the rhetorical pauses in lines 3, 10, 11, 15, 16.

(d). Mark the appropriate inflections of "Go," line 1; "dagger," line 3; "clutch," line 4; "fatal vision," line 6; "thing," line 17.

**II. PRACTICAL ENGLISH—Examiner: J. DONOVAN.**

1. Briefly discuss the relative merits of the following forms:—

The house is being built,  
The house is building.

2. Distinguish—alone, only; character, reputation; healthy, wholesome; vice, sin; ability, capacity.

3. Mention some of the common faults in speaking and in writing.

4. Indicate the pronunciation of the following words:

Acoustics,	Florist,	Livelong,
Canine,	Gallant,	Obscurity,
Discern,	Inquiry,	Satiety,
Elm,	Lieutenant,	Wont.

5. Correct or improve the following sentences:

His manners were, in truth, not always of the most amiable description.

He blames it on his brother.  
Was the master or many of the pupils in the room?

These orders being illegal, they are generally communicated verbally.

He enjoys bad health.  
There is in Boston the widow of a French general who lives by grinding an organ.

5. Re-write, correctly punctuated:  
A simpleton meeting a philosopher asked him what affords wise men the greatest pleasure turning on his heel the sage replied to get rid of fools.

**Examination Papers.**

REGULATIONS RESPECTING THE EXAMINATION FOR ENTRANCE TO HIGH SCHOOLS AND COLLEGIATE INSTITUTES TAKING EFFECT JULY, 1885.

*Subjects of Examination.*

*Orthography and Orthoepy.*—The pronunciation, the syllabification and the spelling from dictation, of words in common use. The correction of words improperly spelt or pronounced. The distinctions between words in common use in regard to spelling, pronunciation and meaning.

*Writing.*—The proper formation of the small and the capital letters. The candidate will be expected to be able to write neatly and legibly. The special examination will be of a practical character.

*Arithmetic.*—Principles of Arabic and Roman Notation; Vulgar Fractions; Deci-

mal Fractions; Simple Proportion, with reasons of Rules; Elementary Percentage and Interest; Mental Arithmetic.

**Grammar.**—The sentence: its different forms. Words: their chief classes and inflections. Different grammatical values of the same word. The meanings of the chief grammatical terms. The grammatical values of phrases and of clauses. The nature of clauses in easy compound and complex sentences. The government, the agreement, and the arrangement of words. The correction, with reasons; therefore, of wrong forms of words and of false syntax. The parsing of simple sentences. The analysis of simple sentences into the subject and its adjuncts, the predicate and its adjuncts, the predicate object and its adjuncts.

**Composition.**—The nature and the construction of different kinds of sentences. The combination of separate statements into sentences. The nature and the construction of paragraphs. The combination of separate statements into paragraphs. Variety of expression, with the following classes of exercises:—Changing the voice of the verb: expanding a word or a phrase into a clause; contracting a clause into a word or a phrase, changing from direct into indirect narration, or the converse; transposition; changing the form of a sentence; expansion of given heads or hints into a composition; the contraction of passages; paraphrasing prose or easy poetry. The elements of punctuation. Short narratives or descriptions. Familiar letters.

**Geography.**—The forms and the motions of the earth. The chief definitions as contained in the authorized text-book: divisions

of the land and the water; circles on the globe; political divisions; natural phenomena. Maps of America, Europe, Asia and Africa. Maps of Canada and Ontario, including the railway systems. The products and the commercial relations of Canada.

**Drawing.**—Candidates for examination must place their drawing books in the hands of the presiding Examiner on the morning of the first day of the examination. Every exercise must be certified by the teacher as being the candidate's own work, and should show his progress during, at least, three months. Examiners should inspect the Books, and return them to the candidates on the evening of the second day. An additional paper on Drawing will be submitted.

**History.**—The outlines of English and of Canadian history; how England, Canada and Ontario are governed; the municipal institutions of Ontario—all as contained in a History Primer, to be authorized by the Education Department about August, 1885.

Until then, the examination on the subject will be confined, as heretofore, to the outlines of English History.

**Reading.**—A general knowledge of the elements of vocal expression, and special reference to Emphasis, Inflection, and Pause. The reading, with proper expression, of any selection in the Reader authorized for Fourth Book classes. The passage or passages for each examination will be selected by the Department.

The candidate will in addition be expected to satisfy the Examiners that he reads *intelligently*, as well as *intelligibly*.

**Literature.**—The candidate will be required to give for words or phrases, mean-

ings which may be substituted therefor, without impairing the sense of the passage; to illustrate and show the appropriateness of important words or phrases; to distinguish between synonyms in common use; to paraphrase difficult passages so as to show the meaning clearly; to show the connection of the thoughts in any selected passage; to explain allusions; to write explanatory or descriptive notes on proper or other names; to show that he has studied the lessons thoughtfully by being able to give an intelligent opinion of any subject treated of therein that comes within the range of his experience or comprehension; and especially to show that he has entered into the spirit of the passage, by being able to read it with proper expression. He will be required to quote passages of special beauty from the selections prescribed, and to reproduce in his own words, the substance of any of these selections, or of any part thereof. Some knowledge will also be expected of the authors from whose works these selections have been made.

#### BOOKS RECEIVED.

Allardyce, P., *Stops; or, How to Punctuate*. Philadelphia: Geo. H. Buchanan & Co., 35 cents.  
Heber, Bishop, *From Greenland's Icy Mountains*; illustrated. Boston: Lee & Shepard, \$1.50.  
Holmes, Dr. O. W., *Ralph Waldo Emerson*. Boston: Houghton, Mifflin & Co.  
Mary H. Hunt and A. B. Palmer, M.D., LL.D., *A Temperance Physiology*. New York: A. S. Barnes & Co.  
The Riverside Literature Series, Nos. 13 and 14, Longfellow's *Hiaiwatha*. Boston: Houghton, Mifflin & Co., 15 cents per number.  
*The Teacher's Guide to Teaching*, Toronto: Canada Publishing Company.  
*Songs and Games for Our Little Ones*. Words by Jane Mulley; music arranged by M. E. Tabram. London: Sonnenschein & Co. Toronto: Selby & Co. 35 cents.

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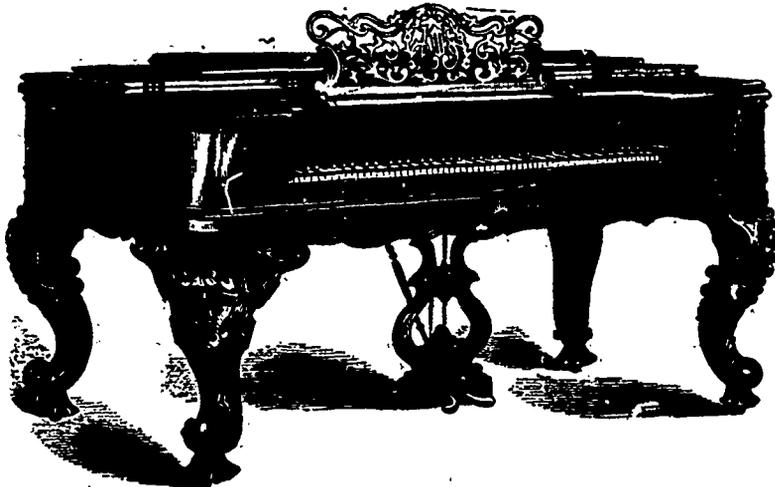
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