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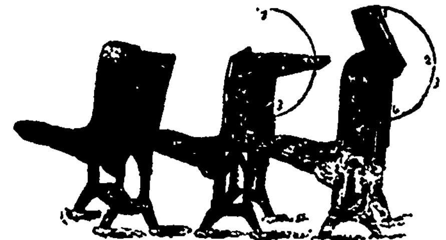

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PUBLISHERS' NOTE.—The Americanisms in pronunciation throughout the edition of ORTHOEPIST used last year were objected to by Canadian educationists, and have all been eliminated in the present edition, and every word in the book made to conform to the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

1

The Educational Weekly.

TORONTO, MAY 14, 1885.

THERE is great scope for interesting instruction in the preliminary remarks that can always be made on entering on a topic as yet unknown to the class, and these preliminary remarks may frequently be made explanatory of the whole subject. Thus: in commencing, for example, a new work, say the *Georgics*, or a new book of Euclid, or even fresh part of Algebra—quadratic equations, or the binomial theorem, a master who is himself thoroughly conversant with the subject, and who has a grasp of its general purport and method of treatment, cannot fail to give his pupils a clear insight of what the author has in view, and of how he has attempted to gain his end. The new lesson can be inestimably simplified, and thus a very large proportion of unnecessary labor be saved.

WE do not sufficiently think of this; economy of labor is a matter which does not often enter into our minds. How best to use to the utmost the mental powers which our pupils possess—should not this be a subject of careful consideration? We have so much, and only so much, power with which to accomplish a certain amount. It differs in quantity and quality in each individual, and the master has to strike an average as it were, and must suit the task to be accomplished within a certain time to this average.

NOWHERE can this process of economizing be better brought into play than in the introduction of a new subject. Every child, no matter how confident of his abilities, and no matter how joyfully he may look forward to entering upon a new field, has always some fears in regard to it. We remember a child who found it extremely difficult to restrain his tears—tears of very terror, as we believe—on leaving one rule in arithmetic and beginning another—on going from subtraction, for example, to multiplication. Now this fear, as Bain has expressly shown, and as we can all very easily understand, is one of the chief wasters of energy that can possibly be introduced into the school-room. And it is at the commencement of a new subject with which the pupil is utterly unfamiliar that there is most likely to arise this much-to-be-dreaded consumer of mental power.

AND these preliminary remarks need not be always confined to an explanation of the general character of the matter in hand: they may sometimes form almost a lesson of themselves. Thus: let us suppose the pupil is beginning English history: he hears much of such names as Angles, Saxons, Jutes, Danes, Picts, Scots, Kelts, Romans; he hears of frequent invasions and incursions, first by these nations, then by those; he is told how England was inhabited by peoples of all manner of nationalities; and, without some sort of explanation, he is apt to become altogether confused, and his knowledge of the earlier portions of English history is likely to be a patchwork not a coherent whole.

NOW, this, we think, can be remedied; and by the plan of spending ample time and labor upon the preliminaries. The system we have sometimes adopted, and which, we may say, was by no means an unsuccessful one, was to trace simply and as *interestingly* as possible (it can easily be so done) the course of the Aryan excursions and emigrations. By this means the pupils are able to form a general idea of the source of all the various nations who take a part in the history of England; they are prepared for accounts of invasions and of the ousting of one people by another: they can unconsciously attach different characteristics to different nations; and thus the meagre information we possess of the early days of England can be drawn out of the dry and uninteresting atmosphere of mere dates and surrounded by much that will help to indelibly fix it in the memory. It may be remarked in passing that an excellent diagram of the Aryan excursions will be found in Max Mueller's "Origin of Religion as illustrated by Ancient Sanskrit Literature."

SO, too, in passing to a new author. How many interesting details may be mentioned and commented on which will inspire fruitful curiosity and enthusiasm—details, not only concerning the author's life, his contemporaries, the age in which he lived, etc., but also as regards the work to be taken up: its purport, its characteristics, its beauties, its defects, and numberless other facts which need not here be touched on at length.

THESE by way of example. What we have endeavored to inculcate is the necessity of economizing mental labor, and more particularly in this way of preparing and making smooth each new path to be travelled.

IT is a pleasing thought that the most profound thinkers that the world has ever seen were theoretical or practical educationists—in many cases both: that the men who gave themselves up to the study of the most abstruse objects of thought either themselves were teachers or wrote on the subject of teaching. It will not be out of place to mention a few of the great men who have distinguished themselves both as *thinkers* and teachers.

IF we look at the list of philosophers alone—and true philosophers, are, perhaps, *the deepest thinkers*—we *shall find it a* list containing numerous teachers. Socrates was eminently a teacher—one of the accusations brought against him was touching the effects of his teachings on the youth of Athens. Plato—even if we leave out of view his labors in the Academy—has treated of the subject of education in various parts of his works—notably in the *De Republica*. So we may say of Aristotle. Coming down later in the history of philosophy we find Locke writing on education; we find Kant teaching, and Leibnitz, and Jacobi, and Fichte, and Schelling, and Hegel; and in our own day some of those who are best known for their achievements in metaphysics have also been writers on education—Bain, Calderwood, Spencer; not to mention a host of lesser lights.

THERE is nothing surprising in this. Education is in reality a most profound subject, and those who devoted their lives to such topics as metaphysics, ethics, æsthetics, and kindred sciences, recognized it as being so, and gave to it their best thought.

THERE is a science of education as there is of any other mental or physical process. That is to say, education has laws by which it proceeds; and it is the duty of the educator to discover these laws and to act upon them. Few of us truly recognize this truth. We teach empirically; we teach as we were taught, or as the particular author we are elucidating taught; or even, it may be, we teach haphazardly, according to no method and according to no rule.

BUT, it may be said, do not the means provided for training teachers and for those intending to adopt the profession of teaching—the Kindergarten, the professional examinations, and, indeed, the works of the very educators mentioned above, do not these point out methods and rules? Undoubtedly, and it is highly important that we make ourselves perfectly familiar with the best-known methods with which we are acquainted.

BUT there is much yet to be learned on the question of how to educate. We would exhort teachers not to remain satisfied with any theory yet promulgated, but to exert themselves to examine minutely, both theoretically and practically, all points of the subject. If the world is yet in want of an adequate and coherent theory of education, it can only obtain it through the experience of those who have had the most practical acquaintance *with the subject—viz.:* our teachers.

Contemporary Thought.

THERE is no disguising the fact that there is a strong current setting against object teaching. Whether this shall be short-lived or increase its opposition with age depends entirely upon the way the friends of object-teaching develop the system. Unless they remedy the radical defects, it is for a season at least a doomed institution. It is well for them to read with care and profit with caution by every criticism passed upon them.—*The American Teacher.*

THE first thing the student needs to know is that he must be able to give his undivided attention to the subject under consideration. This mind or thought control can only be attained by persistent and continuous effort. After this mastery of the thought has been obtained students should be shown that the only possible way of success is to master the subject by single steps, and each of these steps should be thoroughly mastered before passing to another. This will lead to systematic and intelligent investigation. Whenever this habit has been formed the future studies will be easily and successfully prosecuted upon that principle, and success is assured.—*The Monitor.*

THE latest authority on the vexed question of sleep, Dr. Malins, says that the proper amount of sleep to be taken by a man is eight hours. So far as regards city life the estimate is probably correct. Proverbial wisdom does not apply to modern conditions of social existence. "Five (hours) for a man, seven for a woman and nine for a pig," says one proverb; and a second quoted by Mr. Hazlitt in his "English Proverbs," declares that "Nature requires five; custom gives (allows) seven; laziness takes nine, and wickedness eleven." These conclusions were, however, drawn from observations of country life. Physical fatigue is more easily overcome than intellectual. Men, however, who follow any intellectual pursuit are exceptionally fortunate if the process of restoration occupy less than seven hours. More frequently they extend to eight or nine hours. Kant, I see it stated, took never less than seven hours. Goethe owned to requiring nine. Soldiers and sailors, on the other hand, like laborers, do with a much less quantity.—*New York Commercial Advertiser.*

WHOEVER would teach must learn—and this means that he must continue to learn; he must learn all the time. The teacher's danger lies in his pausing after he is certified to be competent to teach. Too often, with but a slim stock of knowledge on hand, finding himself surrounded with those who know so little in comparison with what he does, he sits down contented; he employs the same material year after year; as it is new to every successive class, he cannot understand why he should do any more study. But men get in proportion to what they give. He is giving little, and the result will be that sooner or later it will be found out. The people feel it in their homes, and dissatisfaction is expressed. He concludes to seek another place or occupation; but to face the foe of his school and his own foe he declines. He teaches as he did last year at his last place, and all goes smoothly for a while, and but for a while. The only thing for a teacher to do is to resolve that he will be what the great Thomas Arnold called a "running spring." He demanded the possession of fresh knowledge as a qualification of teaching. And every child and every parent demands the same thing; they are right. Let the teachers then observe, listen, read, and think "still achieving, still pursuing." Such, and such only, can teach.—*N. Y. School Journal.*

NO single force has elevated woman so much as the public school system. It was here she first demonstrated her administrative ability. In time past, here and there, women have shown superior talents as rulers of men, but these instances have been supposed to be exceptions to the general law that women cannot govern; but in the schoolroom the failures of women in this respect have been exceptions, success the rule. Here she has proved that she has an intelligent judgment, and moral courage to exercise it; a fact that until recently the world has not believed. The history of woman's degradation is a sad one, but the modern school system is placing her where she ought long ago to have been,—the educators of the race, and, consequently, the real rulers of the world. Instead of being tortured, burned, or drowned as a witch, if she sees fit to remain single she is now honored, and sometimes paid as much as men. A bright page in her history is the revered place she has occupied in the sisterhoods of the Catholic Church. Protestantism has been eminently masculine. In it there has been no place for woman as a church officer. But while in the Catholic Church she has not for many hundreds of years been permitted to minister at the altar, she has had an honorable ecclesiastical position. A brighter day is dawning! The time will soon come when she will occupy just the position in church, school, and state that her abilities enable her to fill without regard to her sex or her celibacy.—*New York School Journal.*

THE habit of writing and reading late in the day and far into the night, says the *Lancet*, "for the sake of quiet," is one of the most mischievous to which a man of mind can addict himself. The feeling of tranquillity which comes over the busy and active man about 10.30 or 11 o'clock ought not to be regarded as an incentive to work. It is, in fact, a lowering of vitality, consequent on the exhaustion of the physical sense. Nature wants and calls for physiological rest. Instead of complying with her reasonable demand, the night-worker hails the "feeling" of mental quiescence, mistakes it for clearness and acuteness, and whips the jaded organism with the will until it goes on working. What is the result? Immediately, the accomplishment of a task fairly well, but not half so well as if it had been performed with the vigor of a refreshed brain, working in health from proper sleep.

Remotely, or later on, comes the penalty to be paid for unnatural exertion—that is, energy wrung from exhausted or weary nerve-centres under pressure. This penalty takes the form of "nervousness," perhaps sleeplessness, almost certainly some loss or depreciation of function in one or more of the great organs concerned in nutrition. To relieve these maladies, springing from this unexpected cause, the brain-worker, very likely, has recourse to the use of stimulants, possibly alcoholic, or, it may be, simply tea or coffee. The sequel need not be followed. Night-work during student life and in after years is the fruitful cause of much unexplained, though by no means inexplicable, suffering, for which it is difficult, if not impossible, to find a remedy. Surely morning is the time for work, when the body is rested, the brain relieved from its tension, and mind-power at its best.

OVER-SENSITIVENESS and irritability are the curses of modern life. I question very much whether the modern man enjoys existence to one-tenth the extent that the ancient man did. Steam, printing, French cookery, and gas have had much to do with reducing a once healthy and happy race to morbid, worrying, melancholy, dyspeptic creatures. The man or woman who has a hard heart and a good digestion can still go through life with a certain amount of comfort, but Heaven help the poor wretches with what are called "feelings" and with no digestions at all. To be a mass of nerves, to have a highly-strung nervous organization, to be by nature fidgety and fretful, to have a mental eye which magnifies every danger, to have a conscience eternally at work, to have a constant sense of wrong and injustice—to be, in fact, a poor worried, tormented, ill-treated, and misunderstood victim of surrounding circumstances—that is the fate of three-fifths of the people who make up modern society to-day. . . . I am quite sure that our predecessors in this vale of tears never suffered as we do, or the literature of the period would have brought down to us some signs of it. Nowadays almost every man one meets has a grievance, or a worry or a trouble. Men give way directly, and scarcely attempt a tussle with fate. We are "emotional" where we used to be hard, we are nervous where we used to be plucky, we cry where we used to laugh. The spirit of the age is a spirit very much diluted with water, and the national temper is that of a peevish child who is cutting its first teeth . . . Those who instruct the public mind should see if something cannot be done to awaken the old fires that must slumber still in the British breast. The press and the pulpit should point out how disastrous it is to a nation's progress for the people to be ever ready to snap and snarl and sulk and wring their hands and weep. It is painful to see the descendants of men who stood the rack without a murmur, and sang a comic song while being broken on the wheel, screaming with agony because somebody pricks them with a needle or calls them a rude name. . . . Still, after all, the nervous, desponding, irritable condition of the sons of Britain is due in a great measure to modern inventions and modern luxuries. We want the old field life, the old early hours, the old rough horse-play, the old simple food, and the old simple faith. Steam, the penny-post, the shilling telegram, the telephone, the morning paper, French sauces, and a gas-and-smoke-poisoned atmosphere have turned the town into one big asylum, in which half the inmates are dangerous lunatics and the other half gibbering idiots.—*George R. Sims. Quoted in The Week.*

EVERY one of us who reads at all can probably name some author of the first rank whose claims his intellect admits, but whom he does not read with pleasure and seldom opens by choice. This is especially the case with poetry and speculative writings. It is too soon as yet for such a test to be applied to Emerson. Our own belief is that he will stand it.—*The Saturday Review.*

Notes and Comments.

DURING the past few years twenty men have contributed nearly $25,000,000 to the cause of education in the United States.

MISS CLEVELAND, the President's sister, has been a teacher. She has lectured on "Joan of Arc" before institutes, and is accustomed to debate.

THERE will be two editions of the Revised Bible, the Oxford and the Cambridge, but as the plates used by each University are cast from the same type, the editions will be identical.

WE have lately received from Middletown, Virginia, *The Normal Index*, a monthly periodical devoted, as its title explains, "to the principles of practical education." It has as yet only reached its second year, but is ambitious, and contrives to combine news with instruction.

WE have had the pleasure of seeing excerpts from our columns reprinted in a large number of educational and other journals; amongst others, by two such far-off papers as the Nashville, Tennessee, *Journal of Education*, and the Bath, England, *Phonetic Journal. The Current*, of Chicago, also does us the honor of frequently quoting from our pages

MR. LOWELL has been offered the Chair of English Literature at Oxford University but has declined to consider the proposition on the ground that duty to his grandchildren demands his return to America. The offer came in the form of a note from Mr. Lowell's friend, Prof. Max Muller, who was sure of the poet's election before he communicated with him on the subject. The professorship of English Literature is the first of the kind at Oxford.

FEW will hesitate to grant the following assertions of *The American Teacher:* The right *use* of language with voice and pen must be early learned by experience. Theory in language rarely makes practice. The correct use of language has to come from practice, and usually the habit of correct use of words, phrases, and sentences must be formed before the child is twelve or fourteen years of age. We can scarcely begin too early to prove the child's sentences for him by watchfulness of his expressions. Grammar is excellent in its place, but the correct use of language must precede it.

THE *Literary Magazine*, the receipt of which we acknowledged in last week's issue, is a monthly published by John B. Alden, New York. Its contents are numerous and varied—the May number embracing some thirty-eight distinct articles. They are culled from every conceivable magazine, and the topics they refer to are sufficiently diversified to make it impossible for anyone not to find something suited to his or her peculiar tastes. The issue before us, for example, covers the ground from "Renan's Autobiography," from *Macmillan's Magazine*, to "Victuals in Scotland in the Olden Time," from *Chambers'*. Whatever English publishers may think of this species of reproduction, it cannot be denied that, as the law of copyright now stands, it can only be regarded as a legitimate and laudable way of catering for the reading public.

The Critic has reprinted in full from *The Contemporary Review* an excellent article on "Style in Literature," by Robert Louis Stevenson. The style of the article itself is most taking, varied, pointed, terse, abounding in telling similes and metaphors, and withal lucid to a degree, though at the same time filled with much deep thought. A perusal of the article in question will not—as perhaps the amateur may imagine—immediately give us the key to a cultivation of a good style, any more than would the reading of a work on logic transform one instantly into a logician; but Mr. Stevenson makes an admirable literary dissector. He gives us a wonderful insight into the intellectual mechanism of style; and this, despite his apologetic prelude, is to many always a source of delight.

OF one of the many branches of our system of education in Canada the public does not very frequently hear—we refer to the Indian schools. We believe that a proposal is on foot to give the teachers of these schools opportunities of self-improvement by advising them to take a course for at least one term in County Model Schools. It is thought, too, that it will not be difficult to supply institutes for such Indian teachers during their attendance at the Model Schools. Should this proposal be carried out, and should the teachers for whose benefit it has been mooted take good advantage of the opportunities thus presented them, much good will, without doubt, follow. We may yet be saddled, as our neighbor is saddled, with a harassing "Indian Problem." Affairs in the North-West are not reassuring. Experience has shown that than education no influence is more potent in pacifically dealing with nations under subjection to a superior power. This step in regard to the Indian teachers is, if but a small one, yet a step in the right direction.

WE conclude in this issue the article on "What may Justly be Expected from Public Schools," which is taken from *The Andover Review*. This review is a religious and theological monthly. It has only as yet reached its seventeenth numb r, but already deservedly ranks high amongst its fellows. The number for May, of which we are in receipt, opens with the continuation of a thoughtful and highly scholarly article on "Reformation Theology," by Professor E. V. Gerhart, of the Theological Seminary, Lancaster, Pa. This is followed by a brilliant paper on "Social Problems in the Pulpit," by Dr. Newman Smyth. His closing sentences are well worth reproducing:—

> "Beneath all economic ills there lies in humanity some moral wrong. The ultimate trouble is not that civilization has a money bag, and that some one carries it; the difficulty was and is the presence of Judas Iscariot upon this earth. How to get rid of the spirit of Judas Iscariot is the final question of modern civilization. The ultimate problem of human society upon this earth is not, Shall there be a money bag, and who shall carry it? but, How shall we banish from among us the spirit of the betrayer of all manhood and all good?"

The Reverend F. H. Johnson in a paper entitled "Co-operative Creation," takes for his thesis that "evolution, as contrasted with the traditional theory, gives us a far stronger and more rational ground for the conception of God as *benevolent*." The editorials are on "Progressive Orthodoxy," and "The Revision of the Old Testament and the Religious Public." The magazine is published by Houghton, Mifflin, and Company.

THE editorial notes of the *American Teacher* are always most readable. They seem to aim at bringing the philosophy of tuition down to a practical basis. The following appeared in the issue for May:—"Young children follow almost too easily the directions of the teacher. *Her will is theirs, in a* bad as well as a good sense. She must, as soon as possible, transfer their mental allegiance from herself to their own deliberately, intelligently formed judgment. She may be their counsellor, but must not be their dictator. They may go to her to know if their method or thought is right, but not for her method or thought. . . . If a feeling of injustice is provoked by punishment, sarcasm, or criticism, the entire moral sense is outraged, and is liable never to recover its former serenity and confidence. It does for the child or the school what it does for society and law to have a discovery made that a man has been executed for murder, and evidence afterward discovered and confession made that another did the deed. The teacher should have the same horror of injustice that society has. . . . Be not of those who 'break the will' of children. The children have not half the wilfulness that you think. They have weak-willness which thoughtless people style wilfulness, and it needs strengthening, development, and not breaking. They lack the skill to exercise the will in the best choices; they lack the will to do what they know they should do. They set their will crookedly because they know not what else to do. It lacks the pliability to do as the intellect dictates. It must be specially trained, not broken."

Literature and Science.

"HOLD THE FORT."

Version in Mediæval Latin—Metre same as in the original.)

BY C. P. MULVANY, A.M., M.D.

I.

Ecce surgit signum Regis,
Fessi milites !
Debellantis sola gregis
Lux et alma spes.

"Arcem fortes occupate
Expectantes Me !"
Respondemus "Jesu, grate
Adjuvante Te !"

II.

Ecce furor infernorum,
Et Sathanus dux ;
Sed agminibus nostrorum
Stat vexillum crux.

"Arcem fortes occupate
Expectantes me !"
Respondemus "Jesu, grate,
Adjuvante Te !"

III.

Ecce fulget triumphalis
Regis purpura ;
Regis talis mox regalis
Sit victoria.

"Arcem fortes occupate
Expectantes Me ;
Respondemus "Jesu, grate,
Adjuvante Te !"

IV.

Prælii per horam trucem
Adest nostra spes ;
Victor Christus est per Crucem
Fessi milites.

"Arcem fortes occupate
Expectantes Me !"
Respondemus "Jesu, grate
Adjuvante Te !"

—From Toronto Truth.

LORD LYTTON AND THE CAMBRIDGE UNION DEBATING SOCIETY.

AND now occurred an event which has had much to do with my subsequent career in the world. Cockburn belonged to the Union Debating Society. At his persuasion I entered it. An attack of a personal nature, for some alleged misdemeanor in the honorary office of Treasurer to that famous Club, was made upon Praed, and the attack excited more sensation because it was made by one who had been his intimate personal friend—Robert Hildyard, now eminent as a barrister. The interest I felt in Praed animated me to the effort to defend him, and I rose late one evening, and spoke in public for the first time. My speech was short, but it was manly and simple, spoken in earnest, and at once successful.

At the close of the debate the leading men of the Union introduced themselves to me. I had become, as it were, suddenly one of their set. I had emerged from obscurity into that kind of fame which resembles success in the House of Commons. The leading men in the Union were the most accomplished and energetic undergraduates of the University. From that time I obtained what my mind had so long unconsciously wanted—a circle of friends fitted to rouse its ambition and test its powers, an interchange of stirring practical ideas. I did not speak again at the Union till the following term, and then I fairly broke down in the midst of my second speech. So much the better. Failure with me has always preceded resolution to succeed. I set myself to work in good earnest, and never broke down again; but, though my speeches were considered good, and more full of knowledge than those of most of my rivals, it was long before I could be called a good speaker. I wanted the management of voice, and I was hurried away into imperfect articulation by the tumultuous impetuosity of my thoughts. My first signal triumph was on the Conservative side of the question. The subject of debate was a comparison between the English and American political Constitutions. Praed, and most of the crack speakers, asserted the superiority of Republican institutions. Poor Great Britain had not found a single defender till, just as we were about to pass to the vote, I presumed to say a word in its favor. Then followed the rapturous intoxication of popular applause, and the music that lies in the uproarious cheers of party. From that hour I took rank among the principal debaters of the Club, and I passed through the grades of its official distinctions as Secretary, Treasurer, and President.

There was then excellent speaking at that Club. Men came from London to hear us. First in readiness and wit, in extempore reply, in aptness of argument and illustration, in all that belongs to the "stage play" of delivery, was unquestionably Praed; but he wanted all the higher gifts of eloquence. He had no passion, he had little power ; he confided too much in his facility, and prepared so slightly the matter of his speeches that they were singularly deficient in knowledge and substance. In fact, he seemed to learn his subject from the speeches of those who went before him. Cockburn came next in readiness ; but, though he had more vigor than Praed, he wanted his grace—was sometimes too florid, sometimes too vulgar. Charles Villiers, renowned in Corn-Law polemics ; Charles Buller, clever, but superficial—always wanting earnestness, and ironically pert ; Wilson and Maurice, since honorably known in literature ; Tooke (who died young), the son of the Political Economist ; all gave promise of future distinction. Later, there came to the University an ardent, enthusiastic youth from Shrewsbury, a young giant in learning, who carried away the prize from Praed—Benjamin Hall Kennedy, now head-master of the school he had distinguished as a pupil. He, too, spoke at the Union.

But the greatest display of eloquence I ever witnessed at the Club was made by a man some years our senior, and who twice came up during my residence to grace our debates—the now renowned Macaulay. The first of these speeches was on the French Revolution, and it still lingers in my recollection as the most heart-stirring effort of that true oratory which seizes hold of the passions, transports you from yourself, and identifies you with the very life of the orator, that it has ever been my lot to hear, saving, perhaps, one speech by O'Connell, delivered to an immense crowd in the open air. Macaulay, in point of power, passion, and effect, never equalled that speech in his best day in the House of Commons. His second speech, upon the Liberty of the Press, if I remember rightly, was a failure.

During these visits to Cambridge, I became acquainted with Macaulay. I remember well walking with him, Praed, Ord, and some others of the set, along the College Gardens, listening with wonder to that full and opulent converse, startled by knowledge so various, memory so prodigious. That walk left me in a fever of emulation. I shut myself up for many days in intense study, striving to grasp at an equal knowledge : the trophies of Miltiades would not suffer me to sleep.—*From "The Life, Letters, and Literary Remains of Edward Bulwer, Lord Lytton," by his son, the Earl of Lytton (Owen Meredith).*

LYRIC POETRY.

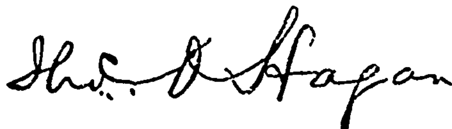
How large an element the heart contributes to lyric poetry is difficult to determine. One fact we are sure of, that without the warm throb of the heart there can be no genuine lyric. It is this heart element that has placed Burns at the head of lyric poets. He who would touch the chords of the lyre successfully must touch the chords of the great heart of humanity. Moore has done this ; Béranger has done it ; and Burns, in Scottish verse redolent of the heather, has thrilled the heart of Erin dreaming of her past glories beside the Shannon. Yes, the lyric poet is the poet of the people. It is for this that our hearts melt when we hear "Home, Sweet Home," and through the immortality of its words woven into verse the name of John Howard Payne shall live forever ! Nothing is so foreign to a lyric poet as self. His world is the world of the people—its joys arch his life as with a rainbow—its sorrows sweep across his heart storm-clad and dark. How beautifully Oliver Wendell Holmes tells us in verse why we hold in affection "Coila's loved minstrel" :

"We love him, praise him, just for this :
In every form and feature,
Through wealth and want, through woe and bliss,
He saw his fellow creature !"

Moore has unquestionably written some of the most beautiful melodies to be found wrapped in English verse yet he never accomplished what Burns did—never fully sang himself into the hearts of the people—never became, in the true sense of the word, the national poet of Ireland. Moore filled an economy of happiness—a sphere of popularity scarcely ever equalled in the drawing-room, but he never became in the realms of lyric verse what O'Connell became in the world of politics—the representative of the Irish people. Charles MacKay, the poet of English democracy, in a paper recently contributed to the *Nineteenth Century*, says of Moore: "He was essentially an aristocrat and might have been compared to a tame canary-bird who never sang well except when he was perched on the finger of a countess; unlike Samuel Lover and Robert Burns who sang aloft in the sky with the sunlight upon their wings and cheered the hearts of the common people in the fields below." Here again we have from the pen of a popular English poet of our own day, a criticism of Moore in metaphor, which recognizes indirectly the sovereignty of Burns in the world of lyric verse. Dr. Oliver Wendell Holmes in his "Moore Centenary Ode" compares these twins of the lyre in the following way:

" How like how unlike as we view them together,
The song of the minstrels whose record we scan,—
One fresh as the breeze blowing over the heather, –
One sweet as the breath from an odalisque's fan."

The lyric poet too is the poet of convivial-ity. His heart is warm and we know that warmth in a degree is enervating. Hence Bacchus, an uninvited guest, frequently presents himself at the court of the muses. Milton says that the lyric poet may drink wine and live generously, but the epic poet, he who shall sing of the gods and their descent unto men, must drink water out of a wooden bowl. Poor Burns! It would have been well for him had he fared as an epic poet. But it is not ours to scan his faults when estimating the genius of his verse. The glory of his heart rests in the bosom of Scotland, and the "Cottar's Saturday Night" shall live forever in the hearts of Scotia's children—a tribute to the genius of her gifted son.



THE STUDY OF ENGLISH AT THE SOUTH.

The following letter appears in *The Nation*:—

To the Editor of The Nation.

Sir,—The study of English in the schools and colleges of the South has of late excited a degree of interest that augurs hopefully for the progress of the language in the near future. Previous to the civil war the historical or philological study of English was utterly unknown in Southern institutions, if we except the University of Virginia. The far-reaching wisdom of Mr. Jefferson was never more conspicuously displayed than in his foundation of the chair of Anglo-Saxon, upon the creation of the University in 1825. None of our American statesmen seem to have possessed the strong philological instinct of Jefferson, and his speculations upon the English dialects, the relations of modern English to its earliest forms, as well as his Anglo-Saxon grammar, which was published by the Trustees of the University of Virginia in 1851, will amply repay the diligent study of the antiquary, the historian, or the philologist (see *American Journal of Philology*, vol. iii., No. 10, "Thomas Jefferson as a Philologist"). About the year 1856 or 1857 a chair of English, in connection with the study of history, was instituted, and entitled the Department of History and English Literature. Within the last four years the department has been divided, so that the University has now a special professorship of English, including the historical study of the language and its literature.

I was a member of the class in history and English literature during the session of 1860-'61. In those days text-books were imperfect and limited in number; nothing superior to Spalding, Latham's Handbook, Harrison, and Shaw was then at the disposal of the student of English. The school of English philologists was far in the future, and the same is true of Matzner, Koch, and Ten Brink, into whose labors our English investigators have so largely entered. The classics still maintained their almost undisputed supremacy, and the chair of English was perhaps tolerated, rather than adequately appreciated or actively encouraged. Yet the mere recognition of the language as a proper subject of critical study was a marked advance in our educational development. The instruction received was fully abreast with the knowledge of the decade just preceding the civil war, 1850-'60, and was stimulating and inspiring in character. With this illustrious exception, the philological study of English in Southern institutions, before the year 1861, was almost as unknown as the study of Sanskrit in the year 1885. The so-called Department of English was a varied, miscellaneous combination, consisting of logic, rhetoric, elocution; in fact, almost every topic that was not provided for in some specific way, was embraced under the vague and unmeaning designation of "English." No faint or shadowy conception of the historic study of any language had dawned upon the intelligence of our scholars, except in the University of Virginia, where the school of Harrison had advanced far beyond nearly all leading institutions, North and South, in applying to the elucidation of Latin and Greek the results attained by comparative philology.

Since 1870 there has been a perceptible improvement, especially in such colleges as Randolph Macon, and Washington and Lee University. If we study the situation in the States south of Virginia, we shall find few colleges—or universities, falsely so called—which have made adequate provision for instruction in English. It is not a sufficient reply to the allegation of neglect to say that English is taught, when it constitutes merely an annex to some more favored department, as in the University of North Carolina, or when one professor gives instruction in *three* languages—English, French, and German—as in the South Carolina College of Columbia. The Legislature of North Carolina has recently made provision for the establishment of a distinct chair of English in the University at Chapel Hill, but at this time *one* gentleman is professor of logic, rhetoric, mental and moral philosophy, English literature and history. Let us be grateful that so deplorable a condition of affairs in one of the oldest and most influential colleges of the South will forever pass away with the present session. In the College of Charleston there is a specific chair of English, and the instruction is continuous during the four years of the collegiate course. This is a marked exception to the prevailing rule in Carolina colleges.

Much of the existing neglect of English may be attributed, I think, to an impression which obtains largely among Southern scholars and educators. I refer to the superstitious veneration with which the study of Latin and Greek is regarded by an influential and enlightened section of our population in the Carolinas. It is the conviction of most teachers of the classics that a mere acquaintance, often imperfect, with the structure of the ancient tongues is of itself sufficient to invest the pupil with a mastery of his own language; or, as they tersely phrase it, "English is best learned through the study of Latin and Greek." Differences of idiom, or characteristics of idiom, through which the inmost life of a speech is reflected, are all ignored in their pedagogic philosophy. I am far from sympathizing in any measure with the modern crusade against the study of the classic tongues; and the active hallucination against which my protest is entered is unfavorable to the purest interests of either English or the ancient languages.

Very respectfully,

H. E. Shepherd.

College of Charleston, S.C.,
March 21, 1885.

Educational Opinion.

WHAT MAY JUSTLY BE DEMANDED OF THE PUBLIC SCHOOLS.

S. T. DUTTON.

(Concluded from last issue.)

The evil effects of tobacco and the horrors of drunkenness should be heralded loudly and frequently without fear or favor. I have my doubts whether it is feasible to teach in the lower grades the physiological effects of alcohol and tobacco, or whether much is to be gained by so doing. Their ruinous effects upon life and character are realistic and startling. It is fear rather than knowledge that is needed, as was the case with those who partook of the forbidden fruit.

Schools, by common consent, are usually opened by acts of devotion and worship. Demand that this worship be rendered in spirit and in truth, and not become a mockery and a sham through the conventional indifference of everybody who ought to guard the religious life of his children.

In thus making moral training the first thing to be justly demanded of the schools, I am regarding character not only as the most important end, but also as a basis for that higher religious teaching which it is the office of the church to give. Unless these foundations are laid in the family or in the school, what is the church of the future to do? Most of the preaching heard in our churches seems to assume that such foundations are laid somewhere; and comparing the amount of time spent in the day school with that spent in the Sunday School we can easily decide where the most influence is exerted. Let the Christian world then, while enforcing its demand for a sound moral training, lend its active aid and sympathy to the efforts of the schools in this direction.

The second just demand is, that our schools train for life—that the acquisition of power be placed before the gaining of knowledge.

The clamor for something in the schools more useful and helpful is heard all over the land. Most of the so-called "attacks upon the school system" have voiced more or less distinctly the desire for more efficiency in those sent out from the schools. Very many hold the opinion that public education, in order to make the best citizens, must be partly industrial. And the claim is made with some reason, as I believe, that were the time of pupils somewhat evenly divided between manual occupation and mental labor there would be a more full and harmonious development of the powers. But those who make these demands have two serious problems to solve before they can ask educators to enter upon so radical a change. The first is the question of expense, which must be settled with the tax-payers and boards of education; the second is the conflict with labor which would arise from manual training in the schools carried to the extent of teaching trades. It cannot be doubted, however, that the clamor for a more industrial training is based upon a true principle which will eventually assert itself. And even at the present time, I must acknowledge that schoolmasters are too slow in discerning the signs of the times. Those who are impelled to no higher service than to fill the mind with knowledge, or to keep it chained to the pages of a text-book, are not abreast of the age. But, with our present arrangements, to train children to observe, to think, and to express thought clearly, to lead them into the art of silent, rapid reading, may justly be required. Then it may be asked with reason that the school work be closely connected with the every day life of the world. The business of the store, the office, and the bank will furnish enough arithmetic. The history and politics of the present time should not be neglected. The newspaper with its stock quotations, weather reports, market prices, shipping lists, doings of the State Assembly and Congress, with news of what the world is doing, as well as all current literature, are proper subject matter for conversation in the school. To neglect all these, as some persist in doing, takes the school out of the realm of the real and practical, and reduces it to a dreary routine.

There is still another step which educational critics are not always intelligent enough to include in their demands, and which, it gives me pleasure to say, some of the New Haven schools have already taken. That is, the introduction of some inexpensive industrial work in every grade as a relief from purely mental toil, and as a training for the eye and the hand.

For pupils between the ages of five and nine the occupations of the kindergarten are being successfully adopted, with manifest benefit. Drawing, building, cutting, pasting, pricking, weaving, folding, moulding, and sewing are some of the features of this business. Between the ages of nine and twelve I would demand for girls plain sewing, and for the boys, in place of something better, practice in collecting and arranging specimens of minerals and plants. For the remaining two years of the grammar school course, while the girls are allowed to give a little time to original designing and embroidery, I would have the boys take a course in mechanical drawing, and give one or two afternoons each week to work with carpenter's tools, as one hundred boys in New Haven are doing in the shops of the Dwight and Skinner schools. The expense of all this is comparatively little. It tends to enforce the dignity and necessity of labor, and will make better men and women.

Having placed character first in importance and efficiency second, I need only to allude to the third demand, which is that the school furnish the child with a good store of information. But intelligent critics will always recognize the truth that it is not the amount that is learned, but the manner in which it is acquired, that is most important. A modicum of well-digested information is better than a mind that is crammed.

The common school can only open the lower windows of the soul to the great avenues of knowledge and start the child on the road to self-education. Those who are fortunate and gifted enough to reap the benefits of the high school may properly be expected to have a thorough elementary education; and perhaps a little more than that. The idea that any high school can turn out boys and girls at the age of eighteen thoroughly educated, or too much educated, is a fallacy. They have a good knowledge of mathematics, but not enough to enable them to survey a field or construct a road. They have taken the first steps in science, but must have further training and long experience before they can be experts. So, also, in history, politics, and general literature, the test of excellence must be that a few things have been done well. If there is anything in the school system that fosters conceit or unfits a boy or girl to enter upon honest labor it should be pointed out and speedily eradicated.

I can only refer briefly to the obligation resting upon the schools to guard with vigilance the health of every pupil. The public does not yet feel the responsibility it is under to make every school-house a place of comfort for both child and teacher.

The most pointed criticisms in articles recently published seem to imply that teachers are in some way to blame for bad ventilation, overcrowding, long hours, etc. They are so only as they fail to make a judicious use of all the means that are furnished them. The public at large, and school officials particularly, must take such criticism to themselves, and, instead of getting angry, must be thankful that the crust of indifference is occasionally broken, and that some one is trying to educate public sentiment to a higher standard. The thing above all others to be desired is that intelligent and well-disposed taxpayers inform themselves as to the conditions under which teachers of some public schools are obliged to work, and see what difficulties are encountered. If possible, let criticism be directed against a specific class of abuses for which particular persons are responsible. It is not fair to assume that the evils existing in a particular school, or in the schools of any town, are universal. No preacher or doctor wants to be held responsible for the sins of his neighbor—no more does the teacher. Let every one bear his own burden.

I shall not attempt to reconcile the demand sometimes made for greater

economy in school expenditure. One would suppose from occasional writings on this subject that the money raised by the school tax and paid to teachers is lost to circulation; and that the property of the school district is just so much reduced. If we are to demand so much of the school system is it not right that its cost should be greater than any other public expenditure? The army of intelligent men and women employed to take the place of parents in controlling, training, and instructing the children of the land are not misers. The money they earn flows directly back to their patrons through the legitimate channels of trade.

I have attempted to show that the educational creed now accepted is the outcome of what was best in old theories, and that the public schools are adopting this creed; that the growth of cities has been so rapid, and the attendant difficulties of developing the school system so great, that with all that a generous public has yet done, and with all that earnest teachers could do, little more than a foundation has been laid for the public school of the future.

I have shown that results should be demanded in the following order; first, in character, second, in efficient power, and third, in knowledge; and that health conditions should receive the mutual consideration of all interested. Any failure of the schools to meet all just demands should receive intelligent, specific, and discriminating censure.

Concerning that bitter and unwarranted charge, in which sensational writers sometimes indulge, to the effect that the public schools are responsible for the prevalence of crime, I will quote a remark of Julia Ward Howe. She says: "If it is right for society to ask of teachers, 'How have you educated the children?' it is also right for the teacher to ask the parents, 'How have you bred them?'" Or I will point to that more profound principle enunciated in the question addressed by the Rabbi to the great Teacher, "Did this man sin, or his parents, that he should be born blind?"—*From the Andover Review, for May.*

NON-PROFESSIONAL TRAINING OF PUBLIC SCHOOLTEACHERS.

I.

In any properly organized system of national education all the parts should work in harmony and each should exercise a beneficial influence upon the other. In order to produce this harmony of action suitable laws and regulations must be made for the government of each, and the person controlling the whole should possess the ability, natural and acquired, necessary to the proper discharge of his duties.

We naturally look to our universities for the headmasters of our high schools. The influence of the college professors upon the students under their charge must needs have a widening and liberalizing effect, and just as iron sharpeneth iron, so the face of a man that of his friend, so the action and re-action of mind upon mind must in a large university centre have a very humanizing result.

As we expect the head masters of our high schools to receive their training under the charge of the college professor, so I think our public school teachers should receive their training at the hands of the high school masters.

In this way, to some extent at least, the culture of the university will be handed down even to the pupil in the public school.

We are all agreed that the teacher should be well informed on the subjects he is going to teach, but if, in addition to this, he is possessed of a mind highly cultivated and refined, it is easy to see that his teaching will be much more effective.

If the time should ever arrive in this Province when all those engaged in teaching in our public school are alumni of the high schools, an amount of harmony in the mutual relations of the classes of schools will be obtained which will largely increase the usefulness, not of the high schools merely, but of the public schools as well.

If these opinions be correct (and we think they are) the Minister of Education should, in the framing of regulations and programmes for the non-professional training of public school teachers, so frame them as to encourage the attendance of would-be teachers at our high schools. All interested in education and especially those in a position to mould public opinion, should examine our present regulations carefully in order to see what their tendency is, and if it be found that they are not working in the right direction, let them be so modified as to produce the desired result. This is an intensely utilitarian age, and it is the duty of the educational authorities, to some extent at any rate, by judicious regulations, to keep the utilitarian spirit within due bounds.

There are many entering the teaching profession who have no true literary tastes or instincts, and these require special attention in the forming of programmes to compel them to have some degree of fitness for the work in which they purpose to engage.

The Minister will in a short time be engaged in revising the regulations and programme for 1886, and it is most desirable that these be of the most unobjectionable nature and also that they be issued much earlier than they were in 1884. With regard to the programme for third and second-class teachers the consensus of opinion clearly is that it is too long, and yet when the subjects are gone over it is difficult to agree upon the ones that may best be struck off the list. Music and drawing, in the case of second-class teachers, should be handed over to the normal schools, and probably for third-class teachers the county model schools might be induced to take these subjects. Book-keeping should be struck off, but retained amongst the optional subjects on the high school course. In order to keep up the standard of scholarship and foster a desire for and a knowledge of languages, Latin, French and German should be retained, especially French and German.

The subject of physics might safely be given as a bonus, as this subject can, in the hands of the skilful teacher, be made most attractive when it is accompanied, as it ought to be, by experiments performed in the presence of the class.

There is not a more popular subject in my own school than that of physics.

The arithmetic, Euclid, and algebra papers should, in the main, be of such a character that others besides mathematical adepts would have some opportunity of scoring fairly upon them.

With regard to the non-professional examination of first-class teachers little needs to be said, as the subjects correspond very closely to those required for university work. As it is possible to obtain a first-class grade B and grade A by taking the required standing in the university curriculum, might not a somewhat similar arrangement be made for the obtaining of grade C? The university examinations might also be utilized for the lower grades, the thirds and seconds. There are many young men who have passed the matriculation examination who would make excellent teachers after undergoing the professional training now to be obtained at our county model schools and at our normal schools. This would assist in the widening and liberalizing of our present course of training for public school teachers, for I think all must admit that high as our present standard is, it will in the course of time be very materially raised. The Minister of Education has an arduous task before him in the arranging of the regulations for the proper working out of our educational system, and it is the duty of every true friend of his country to assist the Minister in moulding and controlling the various forces which are at work, and it is also the duty of the Minister to watch the current of public opinion on educational questions as enunciated by the press, but more particularly as it is indicated by the various teachers' associations and by our educational journals.

James Turnbull, B.A.

Present things in their entirety to young pupils. The age of analysis has not arrived. The observing faculties have not the necessary development, the mind has not the grasp essential, for the taking to pieces of anything. It is easier to take a truth as a whole and compare it with other entire truths than it is to take it to pieces and compare the parts with each other and the constituted whole. The tendency to err in this regard is great, and the primary-school teacher should be constantly on her guard.—*The American Teacher.*

TORONTO:
THURSDAY, MAY 14, 1885.

GRAMMAR IN PUBLIC SCHOOLS.

GRAMMAR has generally been looked upon as a disagreeable study; its difficulties have baffled many teachers and disgusted most of their pupils. Grammar is taught as a science, and it is, of course, difficult to teach the nomenclature, the classification, the generalizations and the method of a science to the unscientific mind of childhood. This, we apprehend, has been the chief cause of the comparative failure in the study of grammar, and there is a double difficulty in the way when the teacher's knowledge is unscientific, and the child's mind is immature, conditions which are generally present. We can, indeed, secure a fair degree of skill on the part of the teacher, but we cannot ripen the mind of childhood; age alone will do that. This suggests one branch of the solution of the difficulty, namely, to wait till age has fitted the mind for the reception of scientific knowledge before attempting to teach science. The other branch of the solution is to avoid teaching grammar as a science, for, since grammar for its practical results must be taught to children, it should be presented to them in a practical and simple manner suited to their capacities. In other words, we should not begin the study of formal grammar at a too early age, and we should not pursue the study beyond the intellectual reach of the child. The teacher is thus limited in time by the age of the pupil, and in the knowledge to be imparted by the capacity of the child. If he attend to these restrictions the chief difficulties in the way will vanish.

These remarks apply only to formal or methodical grammar; for practical grammar there are no limitations. As the expression of thought in language, it is with us from the cradle to the grave. The child lisps its imitations of the grammar it hears, and if it makes mistakes, these mistakes are gradually removed by the example or the correction of others. In this way grammar is learned by the child with his language, and most children, especially if they have careful parents, are masters of all the essential principles of grammar long before they know, or are sapable of knowing what it is.

Does not this give us the key to the colution of the whole problem? Should we not continue the mother's process of correcting the wrong and supplying the right whenever language is used? In this way the study of grammar in school begins the moment a child enters it, and proceeds by imperceptible degrees along a line the child is already familiar with, and the leading principles of syntax and inflection are learned and appreciated by it before it has heard of grammar or any of its technicalities.

In actual speech the child already knows how to apply, more or less correctly, all the chief rules for the use of verbs, pronouns, prepositions, etc. And if the necessary knowledge of formal grammar is shown to spring from what is known by the children already the new light will be a source of pleasure to their young minds. They will find to their surprise that they have not only studied but used grammar all their lives.

Formal grammar is nothing more than the current modes of speech grouped in a methodical manner, classified and labelled, but this unavoidably necessitates a cloud of technical terms, to understand which requires so much logical reasoning that the study of grammar is made irksome or unprofitable, unless the greatest care be taken to make it simple and gradual. If language lessons have been properly taught the government of verbs, the cases and numbers of nouns and pronouns, will be known by the pupils as forms of words before they know the names of the parts of speech. But these names, also, and their distinctions can be readily taught children in the same way—not as part of grammar, but as names of classes of words.

Little attention should be given in the early stage to the subdivision of the parts of speech, and minute distinctions should be avoided. Along with the parts of speech much information can be given about the sentence, indeed, the sentence and the parts of speech can be studied only together; but here again simplicity should be aimed at. The nature of sentences, phrases, the parts of speech, and their main inflections, such as the forms of the verb "to be," and of personal pronouns, the *s* and *ed* in the verb, the *'s* and *s* or *es* in nouns, can thus be pointed out and explained to children without the use of grammars or of much technical language. When at last grammars are put into their hands, children will thus recognize that they already know a great deal about what it teaches, and if the same method be continued, grammar will, we claim, cease to be a bugbear.

Practical composition should always accompany any information given on the principles of grammar, and the child's knowledge may be tested by giving him wrong forms and wrong expressions to correct. Wrong expressions should, of course, be corrected whenever they occur; not necessarily with reasons for the correction, but simply by substituting the right expression. And when the reason has afterwards been learned, it will let a flood of light in on the pupil's mind, and be a source of gratification to him to learn why he has made the changes.

Analysis and parsing may go hand in hand with grammatical knowledge. They are useful as tests of the pupil's knowledge of the parts of speech and their inflections, and of the structure of the sentence. They are also useful in reviving and strengthening former impressions, thus fixing the knowledge gained firmly in the mind. Apart from this, however, they are of comparatively little use, except as tests of the pupil's conception of the meaning of the sentence. Parsing does not teach etymology, nor does analysis teach syntax; neither should ever go beyond the knowledge already given the pupil.

Syntax in public school grammar is easily disposed of. In learning the kinds and the inflections of words, the pupil, if he have been properly taught, will have also learned when each form of the different words should be used, and this is syntax. The province of syntax, then, is to repeat and generalize the knowledge already in the pupil's possession, with a few idiomatic usages added. The various tests and accompaniments of grammatical knowledge mentioned above should, of course, be continued; the most useful, by far, of which is composition. This can be made to embrace exercises on the government, the agreement, and the collocation of words, on their meaning, their form, their use and their synonyms. Indeed, an endless variety of useful exercises can be had in varying and manipulating selected sentences, or in making original sentences expressing the child's own thoughts. Composition is at once the object of grammatical study, the test of its accuracy, and the best means of securing it. Along with composition, some general idea of taste in

expression can be imparted, and no teacher should neglect to train his pupils thoroughly in the art of letter writing.

Grammar, finally, is to be taught practically from language lessons; its generalizations should spring naturally from the language actually used, and the investigation of its principles should not go beyond the capacity of the pupil. If grammar be pursued in some such manner as we have here outlined, we do not hesitate to say that it will be found one of the most pleasing, as it is one of the most useful, studies on the school programme.

BOOKS RECEIVED.

The Andover Review, May, 1885. Boston: Houghton, Mifflin & Co. Price, 30 cents.

Giffin, W. M., A.M., Principal of the Lawrence-Street school, Newark, N.J., and Maclure, David, Principal of the Camden Street school, Newark, N.J.; *Graded Reviews; or, Helps to Teachers and Pupils in Arithmetic, Geography and Language, Consisting of Carefully Graded Work in these Three Studies, Extending over a Period of Eight Years. After the New Methods.* New York: A. Lovell & Company, 16 Astor Place, 1885.

Table Talk.

PROFESSOR RASMUS B. Anderson, of the University of Wisconsin has been appointed United States Minister at Denmark.

GUSTAVE DROZ, the novelist, and Leon Say, the great financier of France, are candidates for the vacant seat in the French Academy.

THE Rev. C. F. Thwing, of Cambridge, Mass. has declined the presidency of Iowa College, which was offered to him, much to the regret of that institution.

THE Harvard Alumni Association, at commencement, will be presided over by Mr. Joseph H. Choate, senior vice-president. The Rev. Phillips Brooks, president, will be in England then.

MISS CLEVELAND has taken up the old Shakespeare-Bacon controversy and is devoting much time to investigating it. It was at her invitation that Mr. Ignatius Donnelly visited Washington to expound his theory of it.

PROF. ALEXANDER AGASSIZ is in the Hawaiian Islands, studying the formation of the islands and outlying reefs, with a view of ascertaining approximately their age, and obtaining data concerning the introduction to the archipelago of vegetable, animal and human life.

THE late Colonel "Fred" Burnaby was an especially great favorite in Birmingham, and several thousand dollars have already been subscribed there by the people for a memorial to him, although it has not yet been decided what form it shall take.

DR. LEOPOLD VON RANKE, the historian, recently completed his sixtieth year as professor in Berlin University and was made an Honorary Citizen of that capital—an honor shared by only four others: Bismarck, Moltke, Dr. Schliemann and Herr Kochhann.

GENERAL VALENTINE BAKER has been followed unmercifully by Nemesis until he is now indeed an object of pity. His wife and one daughter recently died of Egyptian fever, and his one remaining child is a physical wreck by the action of the same disease.

MR. JAMES ANTHONY FROUDE, the historian, expresses deep disgust toward Mr. Gladstone's policy as Premier, and thinks his bungling, tinkering, hesitating and vacillating management of affairs in the Soudan and elsewhere has brought shame upon the name of England.

MR. E. C. RYE, for fifteen years librarian of the Royal Geographical Society, died February 7th, at about fifty-three years of age. He was distinguished in science as a student of *Coleoptera* and author of books on "British Beetles;" he was also for eleven years editor of the *Zoological Record*.

THE Vienna Geographical Society will send its secretary, the well-known Dr. Oscar Lenz, next month on an exploring expedition into the country between the Nile and the Congo, where he will seek traces of Dr. Junker, Lupton Bey, and others who are said to be prisoners of El Mahdi.

THE memory of Richard Steele is coming to the front. A complete edition of his works is being prepared by Mr. G. A. Aitken; and Mr. Austin Dobson has a selection from his writings with a memoir in the press, and is, moreover, engaged on a larger and more important work on the same subject.

MR. L. J. ROGERS, son of Mr. Thorold Rogers, M.P., has had a probably unparalleled career in mathematical study at Oxford. Before he was eighteen years old he was elected first of three Balliol mathematical scholars; he won on his first attempt the Junior University Mathematical Scholarship; he gained the "Mathematical Firsts" in due order; and now has gained the Senior Mathematical Scholarship, on his first trial for it.

THE school-houses of Newton, Mass., that have been built within a year, are samples only of what is being done everywhere under the new *regime* to give commodious, light, airy, attractive, inexpensive buildings for the pleasure and convenience of children. Those immense archives of folly in the shape of hall-stairways, wasting room enough for several school-rooms, are soon to be things of the past.—*The American Teacher.*

THE treatment of children from thirteen to seventeen years of age should be passive rather than active. If there be any signs of physical weakness, do not urge them for a year or two to hard study. If the girl grows morbid or moody, or the lad talks of going to sea, loosen the check-rein a little. Above all, keep the air, physical and moral, clean and sweet; and if they have inherited no fatal taint of vice or disease, they will come through the cloud healthy and strong, both in body and mind.—*Youth's Companion.*

STATE SUPERINTENDENT PAINE (Tennessee) has made a new and very important departure from his former instructions to county superintendents, touching the examination of teachers. He has given instruction for the issuance of certificates for five years to teach in the public schools to those teachers who have attained first grade certificates for two successive years, and have not failed to reach that grade on the third examination. This will exempt teachers from the tedious process of an annual examination, and will stimulate others to renewed exertions to attain the first rank in their profession.

NO book is worth anything which is not worth much; nor is it serviceable until it has been read, and re-read, and loved, and loved again, and marked, so that you can refer to the passages you want in it, as a soldier can seize the weapon he needs in an armory, or a housewife bring the spice she needs from her store. Bread of flour is good; but there is bread, sweet as honey, if we would eat it, in a good book; and the family must be poor indeed which cannot, once in a while, for such multipliable barley-loaves, pay their baker's bill.—*Anon.*

IT is said that two Philadelphians have invented an instrument likely to revolutionize telegraphy. The invention consists simply in applying the common type-writer to telegraphing. Instead of making dots and marks, the operator strikes the keys of a type-writer containing the ordinary alphabet, a, b, c, etc. He strikes the keys to spell out the words and letters of the message. These are printed by electricity upon a slip of paper both at the operator's desk and the other end of the line where the message is received. The transmitting and receiving instruments in this invention are precisely alike. Thus there can be no errors in transmission. Forty or fifty words per minute can be sent by almost anyone.

THIS is Mr. Edmund Yates' latest good-natured jeer at Americans in his *World*; "More reformation of our wretched old English orthography by these spirited young Americans. Says Miss or Mrs. Aldrich in the new number of *The Century*:

> 'I went to dig a grave for Love,
> But the earth was so stiff and cold,
> That though I strove through the bitter night,
> I could not break the "mold"'

Lor! I suppose that means our old friend the mould? Falstaff's ragged recruit will be henceforth Moldy, and the May Queen will be 'laid low i' the mold,' and all the rest of it. *C'est magnifique, mais ce n'est pas la langue Anglaise.*"

THE letter written by John G. Whittier—a man of peace—in praise of Chinese Gordon—a man of war—called forth some few criticisms of the Friend's consistency. Mr. Whittier now says regarding it: "It was written hastily, and it expresses my enthusiastic admiration without the qualifying expression of my peace principles; and I do not wonder that it is regarded as a little inconsistent on my part. Gordon was no Quaker; but he was a noble, generous, self-sacrificing man. I would not give any approval of war, which to me is most abhorrent; but Gordon was greater than a soldier. He never lifted his hand for fame; he despised the glory and pomp of the world; he loved humanity regardless of sect, race or color; and his errand to Khartoum was one of peace, to save life rather than destroy it."

Special Papers.

ENGLISH LITERATURE FOR ENTRANCE TO HIGH SCHOOLS.

VI.

"THE SKATER AND THE WOLVES."

THIS extract is so simple and interesting that it will afford little difficulty to the teacher. Hence few words are here necessary, and these of a general character. The plan to be adopted in teaching a lesson in literature must vary greatly with circumstances, but whatever these may be it will usually be found best to have the piece read by the class before any careful attention is paid to it. In some cases it is advisable to consider the subject before reading the selection in order to create an interest in it. "*The Skater and the Wolves,*" however, contains a story that is sufficiently entertaining to warrant the teacher in supposing that every pupil will read it with interest without any previous talk about wolves, their appearance, habits and perseverance in pursuit.

When the student has read the story he should be required to summarize it, one of the chief objects in studying literature being to acquire the power to express thought in fitting terms. Generally it will be found that a written summary prepared at home or in the school-room is preferable, though in many cases the custom of asking the pupil to stand up and summarize extemporaneously, is very profitable, as it develops readiness of thought and speech, and, unless the student is nervous, permits of a nearer approach to that naturalness which is always more or less discouraged by the tardiness of the pen.

After the various summaries or abstracts have been criticised by teacher and class unitedly, a few questions may be asked with reference to the tale: "*Is this an interesting story?*" "*What part do you like best?*" "*Do you think it is true?*" "*Reasons?*"

In connection with such questions the development of the story may be considered. "*How many divisions can you count in the extract?*" "*Can any one tell what each division is called?*" "*What does first paragraph tell us?*" "*the second?*" "*the third?*" "*Should any two paragraphs in the piece be combined?*" "*Would it be an improvement to place paragraphs V. and VI. nearer the beginning?*" "*What changes in wording would be necessary?*" "*What advantage has their present position?*" "*What disadvantage?*"

"*The whole piece is composed of what?*" "*Of what are paragraphs composed?*" "*Does the length of the sentence vary in the different paragraphs?*" "*What paragraphs have the shortest sentences?*" "*the longest?*" "*Does the length of the sentences correspond with the incident described?*" "*Does excitement affect a person when telling a story?*" "*Is a short sentence fitted to describe the easy gliding motion of a skater?*" "*When are short sentences appropriate?*" "*What is the effect of an excess of short sentences?*" "*of long?*" "*Is it possible for a paragraph to consist of only one sentence?*" "*Are there any interrogative sentences in this selection?*" "*any exclamatory?*" "*Would it be an improvement to have more?*"

The components of the paragraph having been considered, those of the sentence may be examined. To make sure that the student understands the phrases and clauses request him to put their meaning into his own words. This is an excellent exercise and may be followed by questions concerning the advisability of altering the position of any clause or phrase that permits a change. The expansion of phrases into clauses and the contraction of clauses into phrases afford a good test to ascertain how near the student is to the exact meaning of a sentence. It is still more useful when the student substitutes his expansion or contraction in the text and endeavors to decide whether he has made an improvement.

After the study of clause and phrase may come the more particular study of the words. The time devoted to this will be limited only by the claims of other portions of school work. To get at the exact meaning of each word something more than the usual way of using a dictionary is needed. The class should be taught that the meaning of a word depends much upon its connection. To this end it will be well to select such words as *left* (line 9); *kind* (13); *just* (15); *light* (20); *banks* (23); *even* (25); *still* (24); *rung* (35); *sound* (38); *long* (39); *means* (44); *swallow*, *yards* (48); *like* (47); *rose* (66); *bent* (67); and require the class to construct sentences containing these words in their different significations.

After the study of HOMONYMS, or before sometimes, may come that of SYNONYMS. The students should hunt up the synonyms of words occurring in the text and try the effect of substituting them therefor. A few examples are subjoined for trial in the class: (Line 2) *sports*, pastimes, games; *country*, region, territory, kingdom.

(7) *fetters*, shackles, bonds, clogs, manacles.

(13) *rencounter*, encounter, contest, battle, collision.

(30) *stream*, brook, river, current, rush.

(45) *mouth*, jaws, opening, inlet.

(55) *acquaintance*, comrade, familiarity, intimacy.

(71) *home*, house, dwelling.

(74) *fugitive*, runaway, deserter.

(80) *safety*, security, trustworthiness, surety.

(90) *horrible*, awful, hideous, dreadful.

(92) *smooth*, level, polished, even.

(95) *foam*, spray, froth.

(116) *story*, falsehood, recital, novel, floor

(120) *tomb*, grave, sepulchre, vault.

(132) *way*, road, path, manner, state.

The study of the DERIVATION of a word is often a help in the effort to get its exact meaning. By reading such books as Matthew's *Words. Their Use and Abuse*, or Trench's *On the Study of Words*, the teacher will often be able to interest and instruct his class, though he must always test every statement in these books by Skeat's or some other recently published dictionary. It is thought that a look into the origin of the following words will be useful. - *Winter* (line 1); *sports* (2); *intense* (4); *field*, *pastime* (4); *fetters* (7); *occasions* (12); *noble* (15); *peerless* (18); *miles* (22); *course* (27); *tide* (28); *century* (31); *radiant* (32); *forehead*, (43); *considering* (46); *victim* (58); *miscalculating* (69); *fugitive* (74); *muscle* (85); *involuntary* (90); *avoid* (97); *perfect* (106); *sanguinary* (112); *tomb* (120); *picture* (122); *kennels* (126); *described* (133).

The arrangement of the words may now be considered. It will be noticed that frequently a sort of rhythm is noticeable, *e. g.*, "*My wild hurrah rung through the silent woods;*" and "*had I tripped on a stick or had my foot been caught in a fissure of the ice, the story I am now telling would never have been told.*" The use of poetical words in describing the scene may be worthy of some attention. "*Would such expressions as 'glinting,' 'radiant with frost-work,' mazy streamlet,' be used in ordinary conversation?*" "*Do they seem out of place here?*" The errors in English occurring in line 35, and in lines 111 and 112 should be corrected.

No attention need be paid to the life of Whitehead since no notice of him appears in any ordinary dictionary of biography. To ask public school pupils to prepare a dry skeleton life of a number of authors seems a mistake, but as the Department prescribes this work the principal lives will be sketched in due time. Next week Whittier and Bryant will be considered.

THE ADJECTIVE IN LITERATURE.

Read before the Brant County Teachers' Association.]

LANGUAGE is to the orator and the author what color is to the artist, for words are in reality pigments which lend vitality to the expression of thought. Color it may be urged is not absolutely essential to the correct portrayal of natural objects. True, but it is necessary to the vivid representation of nature as it really is. So, prosaic expres-

sion, like the monochrome, or the pencil's outline, may embody all the elements of a truthful delineation, and yet lack that something, that poetic element of expression which distinguishes the commonplace from the artistic, the accurately outlined yet dead sketch, from the finished picture instinct with life and glowing with the hues of the sunlight. An ordinary and prosaic writer wishing to convey to me certain intelligence, does so in the following manner: "I was standing under some budding chestnut trees on a windy morning." Notice how Tennyson deals with the same thought.

> "Below the chestnuts when their buds
> Were glistening to the breezy blue."

Here is a finished picture indeed, fragrant with the breath of spring and bathed in its nascent light, while all the force and beauty of the extract lie centred in three words, *glistening*, *breezy*, and *blue*. The last I need hardly inform my audience being an adjective or epithet used here by a species of enallage for the noun "sky"; that is, the attribute for the thing itself, or, perhaps, the abstract for the concrete, which in figurative speech is termed synecdoche. The effect is heightened again by the qualifying of the epithet "blue" by the adjective "breezy"—one attributive idea qualified by another. Then thirdly, the buds are glistening, observe, from one of two causes apparently; either under the direct influence of the sun's early rays they appear tipped with silver, or, yet moist with the relics of the late shower, the sleeping flowerets seem encircled with coronals of pearl. The picture is complete, presenting as perfect a landscape as Turner ever drew, and all dashed in by aid of three magic words. Just conjure the scene up for yourselves: The early morning—below and around the budding trees and all the accompaniments of spring. Above, the blue canopy of the sky flecked with soft fleeces of drifting clouds, hurried hither and thither by the sportive breeze, and playing hide and seek with the sunbeams. Could anything be more apposite or true to nature?

If, as some philologers tell us, the noun-substantive was the first part of speech formulated as an articulate utterance, as being strictly rational and objective—and names of things and personalities must of necessity have been early brought into use—it could not have been long before the mind of man, always poetic, called to its aid in the expression of thought, that word, which, not only attributive to objective notions, is, from its very nature, often representative of the notion itself, viz.: the adjective. It seems strange, when we consider what a large part a single element will often play in the economy of a plan, or existence, or even of nature itself. For instance, take away the elementary gas, oxygen, from the earth's crust, and you reduce the weight of the solid body by one half. Again, take ambition from life, what a dreary void it is—a complex actuality truly, with numberless attributes, yet with the animating spark dormant, or rather not dormant, but wanting. So eliminate any other element and we have a corresponding narrowing of the whole. Annihilate hope and existence is a wreck. Extinguish love and life is barren. Eliminate sorrow and the great lesson of humanity is lost. For the sorrowless here there is no future joy. Earth has given all of possible bliss, and heaven is valueless. Take away pain and suffering and care and loss, and the biography of humanity would be an almost blank sheet—the only possible record of the individual would be: he was born and he died.

Now in language as in life we notice the same necessity for an "eternal fitness" of parts to make up the great whole. Man, a social being, formed to converse with his fellows, full of great thoughts, inborn and struggling for utterance, could not long be limited to a vocabulary made up of mere *objective notional articulations*. His thoughts had to be communicated to his kind in the form of statements. Curiosity had been aroused and interrogation became a necessity. Fellow feeling increased and optative expressions had to find vent. Authority, the ruling passion, made its voice heard, and the imperative sentence had to be framed. So the verb, as assertive, interrogative, optative, or imperative link between simple objective notion and communicative intelligence came into existence. These two elementary parts of speech would answer all the intellectual wants of primitive man, and they might have lasted him forever, had he not developed into an emotional, a calculating, and above all, an imitative and artistic being, deeply imbued with a love of nature, and passionately desirous to give expression to the internal promptings and monitions of that great preceptress. Consequently, from nouns, mere dead names, and verbs, mere assertive links, he cast about for words to describe the fairer prospects of the universe and the subtler workings of the soul. He looked around him, on tree and rock, the green sward stretched at the foot of the forest bole, dewy with morning's libation, or starred and gemmed with the young year's tribute to the floral queen. He cast his eyes upward and they rested on the great dome of space now tenderly blue with the suffused light of morn, now black with forthcoming storm, golden 'neath the noontide's glow, or silver with the mellow radiance of the full-orbed moon. Hardly had the crimson garments of the wearied day been trailed across the western rim, when, as though lit by spirit hands, a myriad lights like spirit eyes flashed down from the dome above, and all was seen and in a sense appreciated, while words expressive of these significant changes and differences in size and form and tint and texture, were slowly, perhaps laboriously, forged and welded, till in time the chain was complete that linked the human clay on earth by an articulate expression to infinite space and still greater possibilities. Nor was this all—nature was full of sounds as well as of sights for the curious mortal who chose to listen as well as see. He heard the whisper of the breeze stealing through the twilight grove, the plash of the water-fowl by the reedy brink, the patter of the rain drops on the fallen leaves. He heard the murmur of "the many-voiced sea," the hoarse trumpet tones of the tempest and "the remorseless dash of billows," or perchance in the eventide, solitary and musing, he stood beneath the midnight hush, alone with his thoughts, hearing only the sigh of the midnight breeze, seeing only the twinkle of the midnight stars, and great lessons were taught him. He began to know himself a poet. Nameless conceptions of beauty and of size and of strength, ay, and of human dignity, and the possible plan of human existence began to dawn upon him, and who shall say, that words, fit, the fittest habiliments of the loftiest thoughts did not burst from him spontaneously, to be remembered for all time, to be used through all ages; words in which were first poured forth the infant adoration of the worshipper at the shrine? Thus would language, progressive like the creature, find epithets and words expressive of all the infinite variety of color and shape and size and difference between things animate and things inanimate, things terrestrial and things celestial, thoughts born of earth, earthy, and conceptions already tinted with the hues of the infinite future. How inflexions followed simple notional utterances; how adverbial modifications of speech were the necessary offshoots of adjectival modifications; how substitutes for notional words had their being; how inflexions gave place to prepositional relationship and conjunctive meanings; and how, at all time, mere interjectional utterance must have had existence, is not my province to enquire in this paper. It is with the adjective that I have to do to-day, the adjective as simple adjective, as expletive, and not infrequently as noun itself, the word which, I have said, is the poet's word, the word *par excellence* which gives color and form and size and sound to the picture of speech. The poet's word—for the poet—whether in prose or metre—paints in language as accurately as does the artist by means of pigments embody his ideas on canvas, as does the sculptor hew out his immortal conceptions from the heart of the rugged stone.

A. H. MORRISON.

(To be continued.)

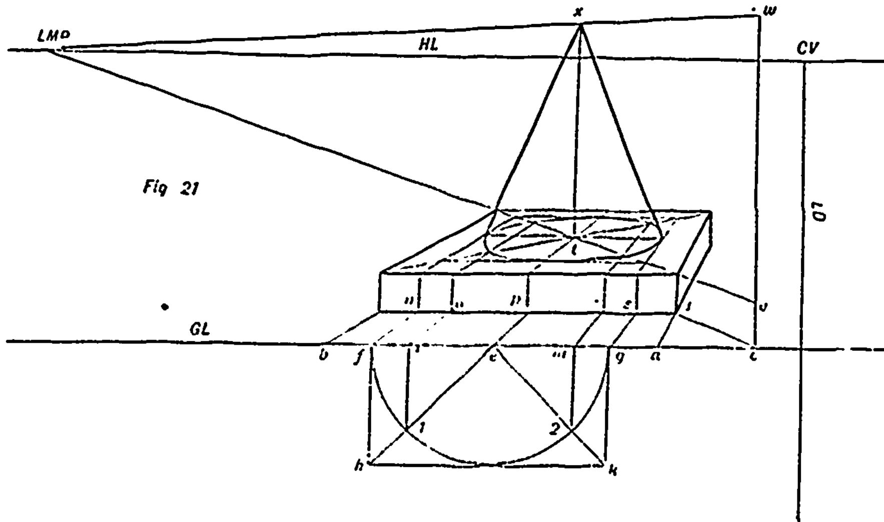
Practical Art.

PERSPECTIVE.

ELEVENTH PAPER.

In problem 38, given in last paper, the slab supporting the cone is first drawn, as in Fig. 21; then using as a centre, *c*, with radius equal to the radius of the base of the cone, draw a semi-circle, and arrange it as usual, carrying the proper points up to GL, then along to the front edge of the bottom and to the front edge of the top of the slab, and then towards CV across the top. This is clearly shown in the illustration. The height of both slab and cone is measured on a perpendicular from the point of contact of the near corner of the base of the slab, brought forward in the direction of one of its diagonals from LMP to PP. The line from *v* to LMP passes through the centre (*t*) of the base of the cone, and the line from *w* to LMP passes 6′ above it, giving *x* as the apex of the cone.

Referring to problem 34, it will be seen that a sphere is to be represented on the top of the pillar. A sphere viewed from any position appears as a circle, and so it will be necessary to find the point in the pillar upon which it rests, and the centre, the proper distance above this point. A circle drawn by compasses will represent the sphere sufficiently well, though not being absolutely correct; for when a sphere is any larger than the pupil of the eye, less than half of it is seen at once, so that the centre of the circle representing the sphere is nearer to the eye than the centre of the sphere. An elevation of the object, the PP and the spectator, drawn to a scale, would be necessary if absolute correctness was required.



Problem 39 involves the same principles and rules as problem 27 in the eighth paper; it will be explained in my next article.

Arthur J. Reading

Mathematics.

PAPERS IN FACTORING.

XIV.

Factor:

1. $ax^2 + bx^2y - cx^2$;
2. $a(x+y)^2 - b(x+y)$.
3. $axy - bz - axz + bcy$.
4. $3x^3 - 6x^2 + x - 2$.
5. $m^2 + 24mn + 63n^2$.
6. $p^2 - 19pq + 48q^2$.
7. $a^2 + 11ap - 42p^2$.
8. $a^4 - 15a^2b^2 - 54b^4$.
9. $x^2 + \frac{1}{2}xy + \frac{1}{16}y^2$.
10. $1\frac{1}{21}x^2 \quad \frac{1}{7}x + 1$.
11. $24m^2 + 58m + 35$.
12. $18p^2 - 109p + 55$.
13. $15p^2 + 67p - 24$.
14. $44a^2 - 36a - 45$.
15. $7x^4 - 343y^2z^2$.
16. $(a+b-c)^2 - (a-b+c)^2$.
17. $1 - a^2 - b^2 - 2ab$.
18. $a^2 - b^2 - c^2 - 1 - 2b - 2c - 2bc$.
19. $a^6b^3 + x^3y^6$.
20. $a^3 + b^3 + c^3 + 3a^2b + 3ab^2$.
21. $1 - a^3b^6c^9$.
22. $a^3 - b^3 - c^3 - 3a^2b + 3ab^2$.
23. $a^4x^4 + a^2b^2x^2y^2 + b^4y^4$.
24. $a^4 + \frac{1}{4}b^4c^4$.
25. $b^3 + c^3 - a^3 + 3abc$.
26. $2x^2 + 11xy + 12y^2 + 7xz + 13yz + 3z^2$.
27. $a^2 + ab - 12b^2 - 8a + 10b + 12$.
28. $x^3 + y^3 - x^2 + xy - y^2$.
29. $abcx^3 + (ab+bc+ca)x^2 + (a+b+c)x + 1$.
30. $x^3 + 8x^2 + 19x + 12$.
31. $x^{10} + 5x^5 + 4$.
32. $x^{14} + 3x^7y^7 - 4y^{14}$.

XV.

1. $x^3 + xy^2 + x^2y + y^3$.
2. $(b-c)x^2 + 2(ab-ac)x + a^2b - a^2c$.
3. $x^4 - (p^2+1)x^2 + p^2$.
4. $9x^2 - 3xy - 6x + 2y$.
5. $6x^3 - 4x^2 - 3xy^4 + 2y^2$.
6. $x^2 + 2\frac{1}{2}x + 1$.
7. $a^2 - 3\frac{1}{3}a + 1$.
8. $a^2 + 3\frac{3}{4}ab - b^2$.
9. $x^2 - 3\frac{1}{2}x + 3$.
10. $\frac{1}{4}x^2 - \frac{1}{3}xy + \frac{1}{9}y^2$.
11. $(x+y)^2 + 10(x+y) + 24$.
12. $\frac{1}{2}a^2 + 1\frac{1}{4}ab + \frac{1}{2}b^2$.
13. $\frac{1}{3}a^2 - 1\frac{1}{6}ab + \frac{1}{2}b^2$.
14. $2(a+b)^2 + 5(a+b) + 2$.
15. $6(a-b)^2 + 7(a-b) - 5$.
16. $4a^2b^2 - (a^2+b^2-c^2)^2$.
17. $x^6 + 2x^3y^3 + y^6$.
18. $(2a-b)^2 - (a-2b)^2$.
19. $x^4 - xy^3 + x^3y - y^4$.
20. $a^3 - b^3 - 3a^2 + 3a - 1$.
21. $x^3 + 2ax^2 - a^2x - 2a^3$.
22. $x^3 - 8y^3 + 27z^3 + 18xyz$.
23. $x^4 - 5a^2x^2 + 4a^4$.
24. $4x^4 - 17x^2y^2 + 4y^4$.
25. $3a^2 + 2b^2 + c^2 - 5ab - 3bc + 4ac$.
26. $2x^2 - 9xz - 5xy + 4z^2 - 8yz - 12y^2$.
27. $mpx^3 + (mq-np)x^2 - (mr+nq)x + nr$.
28. $(a-b)^3 + (a-b)(a^2-b^2) + (a+b)^2(a-b)$.
29. $y^3 - (2a+b)y^2 + (2ab+a^2)y - a^2b$.
30. $x^3 + 2x^2 - 1$.
31. $x^{12} + x^9y^3 + x^3y^9 + y^{12}$.
32. $(a+b)^3 - 32$.
33. $a^2b^2 + 2ab - a^2 - b^2$.

XVI.

1. $\frac{1}{3}ax^3y + 2ax^2y^2 + 3axy^3$.
2. $x^3 - 2ax^2 - a^2x + 2a^3$.
3. $(ac+bd)^2 + (ad-bc)^2$.
4. $(ac-bd)^2 + (ad+bc)^2$.
5. $(ab - ac + b^2 - bc)x + (a^2c - ab^2 - a^2b + abc)$.
6. $10x^4 + 15x^3y - 10x^2y^2 - 15xy^3$.
7. $(x^2+5x)^2 + 10(x^2+5x) + 24$.
8. $(x^2+4x)^2 - 2(x^2+4x) - 15$.
9. $x^2 + \frac{2}{3}ax + \frac{1}{9}a^2$.
10. $y^2 + (2a+b)y + ab + a^2$.
11. $x^2 + \frac{1}{6}ax - \frac{1}{18}a^2$.
12. $(x^2-2x)^2 - 23(x^2-2x) + 120$.
13. $(a^2-5a)^2 - 10(a^2-5a) - 56$.
14. $\frac{1}{2}a^2 - 1\frac{1}{3}ab + \frac{1}{3}b^2$.
15. $(a^2+b^2)^2 - (a^2-b^2)^2 - (a^2+b^2-c^2)^2$.
16. $x^6 - 7x^3y^3 - 8y^6$.
17. $(2a-b)^3 - (a-2b)^3$.
18. $x^5 + x^4y + x^3y^2 + x^2y^3 + xy^4 + y^5$.
19. $9x^4 - 82x^2y^2 + 9y^4$.
20. $125x^3 - 150x^2y + 60xy^2 - 8y^3$.
21. $12x^3 + 4x^2 - 3x - 1$.
22. $3a^2 + 4b^2 + 3c^2 - 8ab - 8bc + 10ac$.
23. $xy + 2x^2 - 3y^2 + 4yz + xz - z^2$.
24. $x^4 - (a^2 - b - c)x^2 - (b-c)ax + bc$.
25. $x^4 - x^3y^2 + x^2y^3 - y^5$.
26. $8x^3 - 26x^2 + 27x - 9$.
27. $x^4 + x^3 + x - 1$.
28. $a^3 - 2a^2 + 2a - 1$.
29. $x^4 - 7x^2 - 6x$.
30. $a^{10} - a^8b^2 + a^6b^3 - 2a^5b^5 + a^4b^7 - a^2b^8 + b^{10}$.
31. $a^4 - 9a^2b^2 - 6abc^2 - c^4$.
32. $4(ab+cd)^2 - (a^2+b^2-c^2-d^2)^2$.

The Public School.

GEOGRAPHY—ITS APPLICATION.

C. T. BARNES.

I.

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

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

The various forms of vegetable and animal life constitute one of the most pleasing and instructive portions of geographical study.

If intelligent study of these interesting forms of life could be substituted for much of the details of geography as found in the text-books; if the land could be looked upon as the place where these forms of life exist; the study would soon come to possess an unwonted charm. The author who makes the opening chapter of his elementary geography to consist of a conversation at breakfast table, where the children of the family learn from an uncle, a sea-faring man, all about the coffee, from the berry growing in Java, to the delicious decoction on the table, knew how to teach little children. The teacher who can bring his pupils to understand the geographical distribution of plant and animal life; get them to see the dependence of such life upon soil and climate; and excite in them a love for the study of such forms, may well be credited with a like ability to teach.

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

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

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

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

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

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

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

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

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

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

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

Pupils should be encouraged to compare the forms of one continent with those of another, and connect this study with the descriptions of plants and animals, soil and climate, races of men and their occupations, as found in the text-book in the hands of the pupils, and in the books which they may have read in connection with their regular class work.

Frequent reviews are a necessity, and in the best schools the pupils are required to reproduce at each recitation, not only the main facts of the last lesson, but the prominent facts of any of the past lessons, as they may be called for by the teacher. One secret of success lies in proper reviewing.

Daily reviews are absolutely necessary to success in fastening the facts of geography in the memory. In such reviews these facts should be so arranged as to give the pupils a clear idea of their meaning, and of their mutual relation and dependence.

Comparisons should be constantly instituted between the natural divisions of one hemisphere and those of the other; the drainage of one continent and that of another; the plants and animals of one zone and those of the other zones; one race of men and other races; the progress of intelligence in our land and the same in other lands; and our occupations and those of other people throughout the earth.

During this entire course, the greatest possible pains should be taken to give variety to the study; the endless repetitions of descriptive geography should be omitted; and every effort should be made to develop the intelligence of the pupils, to lay a solid foundation for future geographical study, and to prepare for the only possible intelligent study of history.

This method of geographical study involves:

I. An entire cutting loose from the traditions of the schoolmaster, which have been so blindly followed in the past.

II. Instead of one text-book studied in all its needless details, the use of all text-books searched as books of reference.

III. Banishment of the text-book from the class-room, except for purposes of reading or reference.

IV. A much greater knowledge of the subject, on the part of the teacher, than is customary, or than the pupil can be expected to have.

V. A habit of daily study and preparation, by teacher as well as pupil, for the work of each recitation.

VI. A large fund of illustration at the teacher's command, which has been gathered from books of travel and history, from his own experiences, and the experiences of others.

VII. Instead of the parrot-like repetition of memorized *words*, the statement of th

facts of each lesson in the language of the children.

VIII. Less time given to the dry bones of geography, and more attention shown to the living forms which are found in such profusion upon the earth.

IX. A profound and increasing interest in geographical study, as a means of intellectual culture and as a means of awakening an interest in all study.

X. The spirit and persistence which characterize all true study and recitation, otherwise failure will be absolutely certain.

That this will require hard work upon the part of the teacher as well as the pupil, is a very mild statement of a truth. It will require such study as is not often given—the study which broadens the mental horizon and gives intellectual muscle.

Such study continued through a term of years in the school-room will change the "mental flabbiness," so often found there, into sturdy mental power. If geography is so poorly taught in our schools, the fault does not lie with the pupils or with the subject itself, for there is no other subject in all the list of school studies which can be made more interesting or more profitable.—*The New York School Journal.*

The University.

TORONTO UNIVERSITY SENATE.

AT the last meeting of the Senate of the University of Toronto an application was presented from the Council of Wycliffe College, asking for affiliation with Toronto University. It was referred to a special committee consisting of Vice-Chancellor Mulock, Rev. Principal Caven, Prof. Louden, Colonel Gzowski, and Dr. Wilson.

Prof. Louden gave notice that at the next meeting of the Senate he would move that the application for affiliation of Wycliffe College be granted.

The report of the Board of Art studies relative to local examinations was presented. It proposes to extend the privilege to attend these examinations to boys as well as girls.

The report of the scrutineers at the recent election was presented at the same meeting. The elections are as follows :—

Chancellor—Hon. Edward Blake.

Members of the Senate representing Convocation—Mr. King, Dr. MacFarlane, and Mr. Woods.

To represent the High Schools of Ontario—Mr. L. E. Embree, of Whitby.

PRINCIPAL DAWSON'S SPEECH AT McGILL UNIVERSITY.

AT the annual convention in Arts and Applied Science at McGill University, Montreal, on the 30th *ultimo*, Principal Sir William Dawson addressed the graduates, undergraduates, and general audience. Amongst his remarks were the following :—

"We welcome for the first time in the present meeting not only lady graduates, but prize-women in the first year, under the Donald endowment, established by the Honorable D. A. Smith, and we have reason to congratulate the students and ourselves on the success which has so far attended the institution of classes for women. It is well to notice in this connection that we have made no attempt beyond the first year, and that while our classes for women are separate from those for men, there has been no difference in the studies or in the examinations. Next term we propose to pursue the same course in the case of the second year. The third and fourth years will be commenced as the class proceeds, so that in 1888 we shall hope that the first graduating class of women shall come up. We shall thus enter gradually upon the work, and, as need occurs, shall add lecturers and tutors in the more important branches of study ; our plan being as far as possible to employ the same instructors in the classes for men and women, so that there will be no difference in the character of the teaching. In this way we hope that the institution of classes for women may be a source of strength rather than of weakness to the Faculty of Arts. In this, as in previous educational enterprises, the University is not basing its action on any dogma or preconceived idea, but is following the indications afforded to it by the nature of the demand for the education of women, by the means placed in its hands, and the conditions on which these are given, by the experience of older universities, and by the requirements of the work as it proceeds. We thus hope to make the special course for women a living and progressive branch of the University, and while ready to adopt any improvement suggested by experience, shall proceed in a cautious manner not likely to involve us in any serious failure. We may, I think, look forward with much hope to the effort, and may anticipate that while it will develop and extend the higher education of women in a healthy and legitimate manner it will exercise a useful influence in the elevation and refinement of the education of men.

"In connection with McGill, the principle of residence has been successfully carried out by the affiliated theological colleges but not by the university itself. Of late years, however, there has been a felt want for dining or eating rooms, and this has been supplied in an imperfect manner by private enterprise in a way which seems to show the need for some more systematic provision. As examples of such provision elsewhere I may instance the magnificent Memorial Hall of Harvard, in which five or six hundred students can dine daily, and which was erected by the graduates of that university, and the modest arrangements made by Owens College, Manchester, which has used for this purpose two old brick houses which happened to be on its property, and has made of them a very serviceable suite of dining-rooms, used not only by the students, but by the professors and lecturers as well. In one or the other way, some such provision is needed here, and I had hoped to be able to announce to-day the completion of arrangements for the purpose, but unexpected difficulties have occurred, and at the moment it is still uncertain if our college dining-hall can be opened next session. It will, however, I have no doubt, be established in due time. It may seem somewhat an anticlimax thus to descend from high educational matters to the furnishing of dinners ; but the body must be nourished that the mind may work, and while it is inevitable that many of those who are striving to secure—it may be with limited means—a good education, will have to endure hardships, and while the ultimate effect of this may not be injurious to character, it need not be pushed too far, and we are bound to do all in our power to promote the comfort as well as the education of our students. It becomes us to remember that while by the good providence of God we have been permitted quietly to pursue our academical work, the great world without has been agitated in an unusual degree by the storms and struggles that proceed from the passions and conflicting interests of men and nations, and that even our own usually quiet country has not been exempt from troubles of this kind. In endeavoring to alleviate these evils we have, I trust, done what was in our power ; but we should, I think, also hold that the general tendency of our educational work is in this direction. Many of the gravest of the difficulties which beset humanity in our time appear to arise from the increased facilities for locomotion and for transmission of facts and ideas, and from the rapid leavening of the minds of uninstructed people with crude and inaccurate intelligence and mental stimuli of an evil tendency If it was ever possible to prevent these evils by repression, the time for this has clearly passed, and the only remedy now is a more complete education and enlightenment of the mass of society and the diffusion of the highest influences, intellectual, moral and spiritual. This is the task that presents itself to the educational institutions and educated men of to-day ; and while those of us who belong to the generation that is passing away may sometimes feel troubled by the deluge of unrest that seems breaking over society, we may also envy the greater and wider fields that lie open before the young men going out from our colleges. May they cultivate them with skill and success and reap a good and abundant harvest."

Educational Intelligence.

THE regular meeting of the Galt Collegiate Institute Board was held in the office of the Gore Mutual Insurance Co., on Wednesday, April 1st.

LINCOLN University has received from the estate of the late William E. Dodge, of New York, $10,000 to establish four scholarships.

COLUMBIA College is considering the advisability of establishing an annex for the instruction of women, similar to that at Harvard.

PRESIDENT WHITE says that Cornell has resumed a Christian attitude. The Board of Trustees is in a large majority evangelically Christian.

MR. S. ARMOUR, of Bobcaygeon, has been appointed teacher of the junior 4th class in the Lindsay public schools, in the place of Mr. G. A. Irwin, resigned.

THE Alabama papers are discussing the question whether the State should grant aid to its University, or permit all higher educational institutions to stand on their own merits or be sustained by tuition fees.

TEXAS has become one of the first states in the Union in the amount appropriated for educational purposes. By her generosity, when her school lands are disposed of, she will have a fund of $95,000,000 for education.

ARCHDEACON FARRAR, in a recent address, urged the introduction of good pictures and engravings into the school-room, on the ground that they would have an influence "decisively and beneficially educational."

THE members of the Harvard Club, of Chicago, have strongly expressed their sentiments against the introduction of the professional element into college athletics, thereby giving their moral support to the faculty of the University in tueir endeavor to eliminate the evil.

ARBOR DAY is now celebrated in many ways, according to the needs of the region in which the celebration is held. In the far West the effort is made to set out the greatest possible number of trees, for the field is boundless and the need urgent. In other places, teachers and pupils direct their efforts chiefly to planting shade-trees along streets, and country roads, and in public parks.—*Youth's Companion.*

THE educational statistics of Rome show that, whereas in 1876 120,000 of the 180,000 inhabitants could neither read nor write, there are now 12,000 pupils in the recently established Government schools, 20,000 in the Catholic, with a large additional number in those of Protestant denominations. Rome is therefore being rapidly deprived, by the ruthless hand of education, of one of her chief attractions to the curious tourist—an ignorant and debased lower class.

ON Arbor Day in 1884, seventeen thousand children were assembled in Eden Park, ready to plant and dedicate trees to honored persons, living and dead. The scene presented by this immense number of children, with their parents and teachers, many persons carrying trees and shrubs, was most animated and picturesque. At a signal each school assembled in the grove previously chosen, formed a circle, listened to essays, poems, and speeches, and witnessed the careful planting of memorial trees. After the ceremonies, children, teachers, and parents resolved themselves into an extensive picnic.—*Youth's Companion.*

THE following letter appears in *The Nation*:—

SIR: Permit me to state in a few words a practical guide to the distinction between *shall* and *will* which I have found of great use:

Shall is distinctly prophetic. It may be regarded as the normal form of the future. But to prophesy what another man shall do, or what natural phenomena shall occur, involves discourtesy or at least presumption. Accordingly, *will*, which implies volition on the part of the subject of the verb, is substituted for *shall*, as a matter of implied courtesy.

My rule, then, which, I need not say, I draw from Sir E. Head, is this. Use *shall* except when it might be rude or presumptuous. B. W.

Harvard College, April 11, 1885.

THERE is in attendance at the Cobourg Collegiate Institute, a Japanese, a young man who has been sent out by his parents to complete his education in this country, and fit himself for political life. He came out with Rev. Chas. Eby, M.A., Methodist missionary at Tokio, who arrived at Cobourg about May 1st. Mr. Kono is preparing for matriculation at Victoria University, at which institution he will complete his course, remaining here some five or six years. He is a bright-looking, interesting young man, eagerly anxious to advance, and a model of politeness for his fellow-students. So far as we know, he is the first Japanese who has come to Canada for an education, and his arrival is due to the influence of Victoria graduates in Japan, of whom there are now three in active work, and two at home recruiting.

THE decision of the Board of Overseers of Harvard College that "the requirement" of Greek for admission to the freshman class "shall remain the same as hitherto, until changed by the consent of this Board," does not mean an absolute vote against the action of the Harvard Faculty. It means that this action was not decisive, and that the whole matter rests in air until the Overseers see fit to make a decision. The Overseers desire to stop any action of preparatory schools toward changing their curriculum, it having been already reported that two schools were about to institute changes on account of the decision of the Harvard Faculty. The fact is, there is a dispute at Harvard as to the relative powers of the Board of Overseers and the Faculty. The members of the latter body supposed they possessed the sole power of framing the admission requirement, the notification to other bodies being merely an act of courtesy. The Overseers, however, state emphatically that the Faculty has not the power to take such action as has been credited to it, the Faculty being a creature of the Board and having no vested powers to make a change of requirements. If the Faculty sees fit to doubt this question of rights and privileges the matter may be referred to the court.

PROFESSOR JAMES GEIKIE, of Edinburgh contributes a very valuable article on the physical features of Scotland, to a recent number of the new Scottish geographical magazine. It is illustrated by a beautiful little orographical map of Scotland by J. Bartholomew, in which the physical relief is finely brought out. Commenting on this, and on the excellent maps of the Ordnance Survey on which it is based, Professor Geikie concludes with the following paragraph:

"With such admirable cartographical work before them, how long will intelligent teachers continue to tolerate those antiquated monstrosities which so often do duty as wall-maps in their schoolrooms? Surely more advantage ought to be taken of the progress made within the last thirty or forty years in our knowledge of the physical features of our country. It is time that the youth in all our schools should be able to gather from their maps an accurate notion of the country in which they live; that they should see the form of its surface depicted with an approach to truth, and learn something more than that so many principal rivers flow in so many different directions. With a well-drawn and faithful orographical map before him, the schoolboy would not only have his labors lightened, but geography would become one of the most interesting of studies. He would see in his map a recognizable picture of a country, and not, as at present is too often the case, a kind of mysterious hieroglyphic designed by the enemy for his confusion."—"*Science*," *April 24, Cambridge, Mass.*

THE following is *The Nation's* review of the *Second Report of the Royal Commissioners of Technical Instruction.* Vols. i. and ii. London, 1884:—

The report of the English commissioners, on the contrary, is, like most of the English blue-books on education, a model of system and method. Those who have occasion to consult it will naturally turn first of all to Mr. William Mather's report on technical education in the United States. Mr. Mather is a Manchester engineer, and during his six months' stay in this country he travelled upward of 10,000 miles, and made special inquiries in twenty-two cities, going as far West as San Francisco. He assumes that the best test of public schools is seen in the fruits of labor, and that schools are the best gauge of the wealth and public spirit of states. Even scientific education, he believes, is apt to be too abstract and to drift too far from industrialism. The problems of settling this country, he says, have been and are likely to be more mechanical than political, and the great thing we should strive for is to get out of mere intellectual and literary habits of culture into those that are more practical. Thus our agricultural colleges, with literary aspirations, are very far astray. If industrial education is adopted throughout the country, Mr. Mather believes that the true sources of wealth—viz., the resources of nature—will be drawn upon to supply all the comforts of life at reduced rates, so that the purchasing power of wages will be increased, and the capital and labor of the future will find profitable employment without protection in the vast regions now opened up by the railroads in all directions. "When," he concludes, "America abandons the shadow for the substance, her natural wealth and prosperity must be augmented, while her industries will develop upon the solid foundation of freedom in trade as in political institutions. It is to meet her upon such conditions in friendly rivalry and competition that we must prepare ourselves." The first volume of these reports is taken up with a report of technical education on the Continent, and is extremely detailed and valuable in regard to the schools for special industries.

Examination Papers.

ADMISSION TO HIGH SCHOOLS.

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

GRAMMAR.

AUTUMN TERM, 1873.

1. Define Noun, Pronoun, Verb, Mood, Tense.
2. Give the plurals of hero, staff, folio, penny, die, index.
3. Give the feminine forms of earl, friar, hero, marquis; and the masculine of witch, roe, empress, niece.
4. Of the following adjectives compare those which admit of comparison—good, near, happy, beautiful, many, perpendicular, old, eternal.
5. Inflect the Personal Pronouns.
6. Give the past tense and participle of the following verbs:—flow, go, cleave (to split), set, smite, weave.
7. "The sun rose pleasantly over the scene that lay before us." Parse and analyse.
8. Correct (giving reasons) any errors in Syntax that occur in the following:—

(*a*) Neither James nor John do their work well.

(*b*) You and me do not read those sort of books.

(*c*) Every good pupil strives to please his teacher.

JANUARY, 1874.

1. Analyse:

"Full many a gem of purest ray serene,
The dark unfathomed caves of ocean bear."

2. Parse: "Peter, the grocer, spends two hours daily in cutting wood."
3. Define: Transitive Verb, Active Voice, Finite Verb, Adverb, Preposition.
4. Give the plurals of deer, family, foray, potato, half, bean, German, Frenchman.
5. *Give the feminine* forms of stag, ram, baron, peacock, preceptor; and the masculine forms of lass, maid, filly.
6. Give the past tense and past participle of crow, blow, mow, fall, call, tear, may, shoe, drink.
7. Give the adverbs corresponding with, quick, good, little.
8. Correct, where necessary, the following sentences:

"The boys have went into that woods to gather nuts."

"Thinks I to myself, that is a truthful boy."

"The toast was drank in silence."

"A few of the candidates have mistaken the meaning of the question."

9. Parse the italicized words in the following sentence:

"*Where is* the *man that* will not fight for his country?"

JUNE, 1874.

1. Analyse, "Of the ancient colonies, Mr. Scoresby unfortunately obtained no direct information."
2. Parse, "D'Israeli, who is now Premier of Great Britain, spent the early part of his life in writing novels."
3. Give the positive forms corresponding to most, first, next and eldest.
4. Give the plurals of piano, thief, monkey, toy, gulf, echo, penny, fowl, and Norman.
5. Give the feminines of actor, hero, widower, negro, marquis, and friar; and the masculines of duck, duchess and countess.
6. Define Preposition, Conjunction, Adverb, Subject and Case.
7. Write out in full, in the ordinary form, the indicative mood of sing.
8. Give the past tense and past participle of sit, slide, stoop, hide, hurt, wink, swim, set.
9. Correct, where necessary, the following sentences:—

It makes no difference to either you or I.

Neither John nor James is coming.

Why ain't you going to play cricket?

The burning of the Bavarian was one of the most dreadful accidents that has happened for many years.

DECEMBER, 1874.

1. Analyse:

"By Nebo's lonely mountain,
On this side Jordan's wave,
In a vale in the land of Moab
There lies a lonely grave."

2. Parse, "John studied two hours daily, but James, his brother, passes his time in playing chess."
3. Give the plural of echo, motto, fly, hoof, loaf, cuff, trout, Mary, and son-in-law.
4. Give the comparative and superlative of near, far, old, fat, hardy, dry, and honorable.
5. Give the third singular present indicative, the third singular present subjunctive, the present participle, and the past participle of the following verbs:

Dig, swim, flee, pay, pry, deal, thrust, threaten, and shrink.

6. Define Case. Transitive Verb, Adverb, and Pronoun.
7. Correct, giving reasons, any errors in syntax that occur in the following sentences:—

"My sister and my sister's child
Myself and children three
Will fill the chaise, so you must ride
On horseback after we"

"*A* or *an* is styled an indefinite article."

"He is great, but truth is greater than us all."

JUNE, 1875.

1. Parse: Scott, the famous author, who was an early riser, usually worked four hours in his study before breakfast.
2. Analyse:

"They buried him darkly at dead of night,
The sods with their bayonets turning,
By the struggling moonbeam's misty light,
And the lanterns dimly burning."

3. Write the plural of baby, enemy, journey, calf, muff, canto, and penny; the feminine of abbot, heart, and uncle; the masculine of madam, duck, and bride; the comparative and superlative forms of late, near, old, dry, and gay; and the third singular, present indicative, the present participle, and the past participle of deny, teach, and lie.
4. Express the following fractions by means of written words:—$\frac{3}{2}$, $\frac{8}{3}$, $\frac{1}{2}$, $8\frac{1}{2}$, and $\frac{1}{9}$.
5. Correct any errors you observe in the following sentences, giving your reasons:—

Neither John nor James was the boy that done it.

Nine out of every ten of the boys was looking as wise as a philosopher.

There are a great many people in town.

6. Define, Person, Personal Pronoun, and Preposition.

DECEMBER, 1875.

1. Parse: Who would toil all his life for a master that treated him thus?
2. Analyse:

For their lean country much disdain
We English often show.

3. Write the singular of potatoes, pence, swine, clauses, ties, pies, spies, lies and cries; the possessive plural of who, lady and gentleman; all the persons in the singular of the present and the past indicative of will, the principal verb; and all the persons in the singular of the present and the past of will, the auxiliary verb; and the present and past participles of fulfil, sue and shine.
4. Define Conjunction, Verb, and Subject.
5. Name three adjectives that are irregularly compared and compare them.
6. Correct any errors you observe in the following sentences, giving your reasons;—

The ends of each bone is covered with synovial membrane.

Ten-elevenths are equal to twenty twenty-twoes.

Tom seen his father coming and ran to meet him.

There is no difference of opinion between me and you.

JUNE, 1876.

1. Give the masculine or feminine form, as the case may be, of hero, sultana, countess, executor; the plural of money, lily, folio, gas, brother, pea, cargo; the comparative and superlative degrees of far, ill, funny; the past tense and past participle of lead, sit, loose, pay, stay, shoe.
2. Parse: "On returning home last Friday night, we found no small excitement in Uncle Charles' household, owing to our long-continued absence."
3. Analyse:

"Saint Augustine! well hast thou said
That of our vices we can frame
A ladder, if we will but tread
Beneath our feet each deed of shame."

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

(*a*) The river has raised six inches since this morning.

(*b*) I expect we will have quite a few out to-night.

(*c*) Of the two Henries, this is the youngest.

(*d*) Don't he know that I would like to have went with him.

(*e*) I went and lay down to rest.

5. What is meant in grammar by Qualify, Proposition, Gender?
6. Into what classes are pronouns divided? Give an example of each.

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