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THE CANADA EDUCATIONAL MONTHLY

AND SCHOOL MAGAZINE.



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AND

SCHOOL MAGAZINE.

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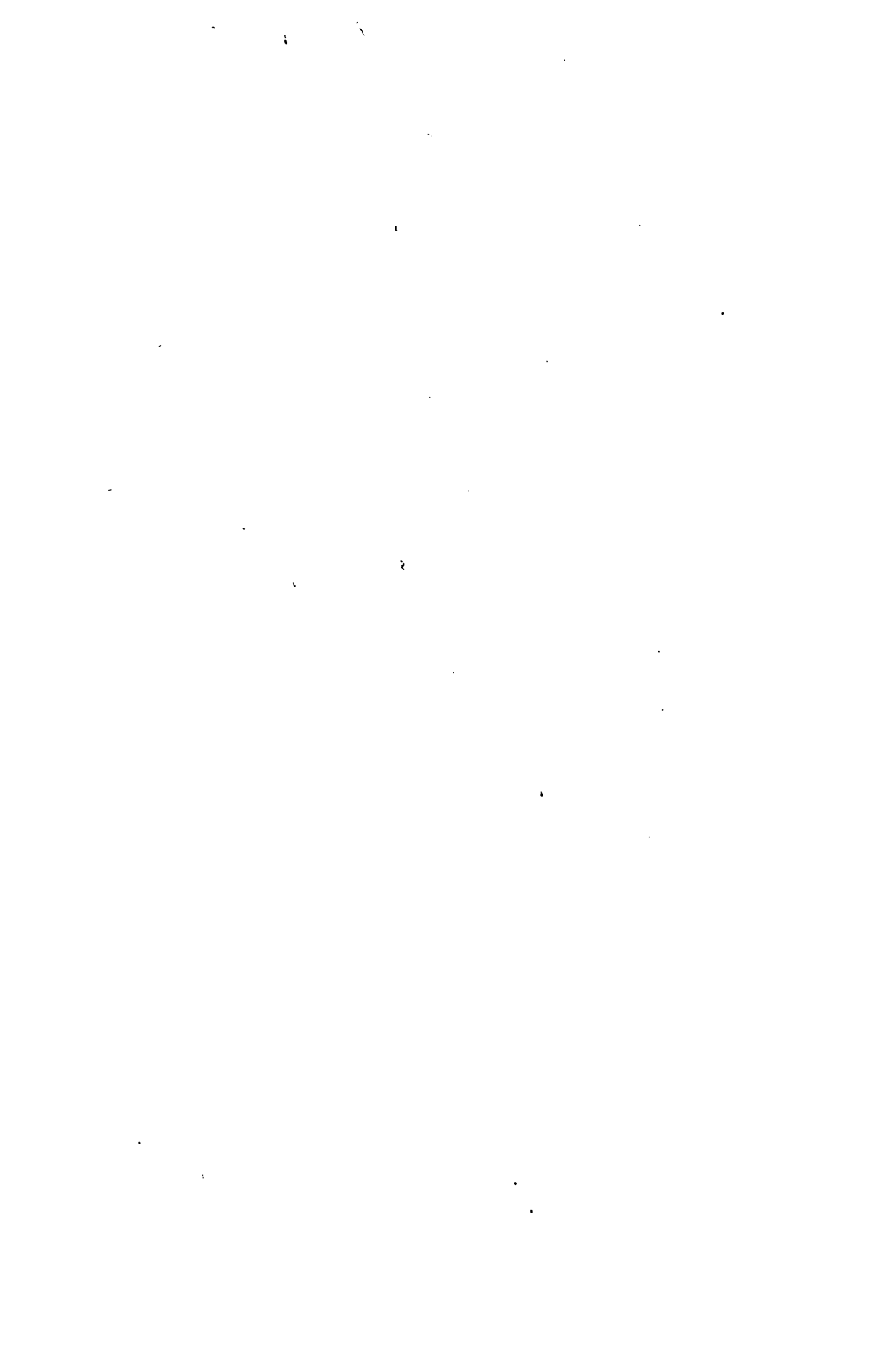
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THE CANADA
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JANUARY, 1893.

GENOA.

WE had been spending a few hours in the pretty city of Turin, and were now waiting at the depot, in a railway carriage bound for Genoa, and our train appearing to be in no hurry to commence its journey, we were watching with interest the ever-changing scenes of a railway station. The Italian carriages are not very comfortable, nor scrupulously clean, and the manner of heating them with long, zinc hot water cans seemed a novel one to us. At every station blue-smocked porters replace the cans with hot ones, and certainly they are very acceptable in northern Italy, where the autumn brings cool days and evenings. With us in the compartment were an Italian gentleman with his daughter, and a very talkative old French lady who was quite a character, and with whom we had quite a task in assisting to bestow her many travelling requisites. This lady had so many boxes and bundles of all shapes and sizes, a rug and cushion for her comfort, books and a lunch basket for her amusement and refreshment, and a little bird in a wooden cage. This little fellow, constantly distributed his seed over us

all, and during the six hours' ride had many a narrow escape from tumbling off his high perch on the valise-rack. Madame had been travelling all day from Paris, *en route* for Florence, but was as comfortable and gay as only a French or American lady could be under the circumstances, and, before the horn blew to signal our departure, was sound asleep under her rug.

"Pronti," shouts the guard, the faint sound of the horn is heard at the further end of the train, and off we go, speeding away from the lovely city of Turin, past her beautiful hills dotted all over with pretty little white chateaus almost hidden in clumps of trees. At Moncalieri, a village not far from the city, we passed a large chateau, perched on the loftiest height, and our fellow-passenger, "il signore," tried in his best Italian to explain to us its importance. The explanation, unfortunately, we could not understand, but have since learned that it is the royal chateau, where Victor Immanuel died in 1873. The scenery all the way is delightful, but, on account of the many tunnels that interrupt the view, is not very enjoyable. Our train rushes through

rocky ravines, over lofty embankments and arched bridges, past ruined castles and tiny villages, dashing almost every moment into the darkness of a tunnel, and as quickly out again in the daylight—for six hours, with occasional stoppages at Alessandria, and other small towns. At one of the stations an official, discovering that Madame had more hand-baggage with her than was lawful, ordered our friend to have it checked and sent to the luggage van. The lady refused to do so, and then ensued a hot argument between the vexed officials and the smiling Frenchwoman, who, with the signor's help, managed to prolong the question until it was time for the train to depart, and so remained triumphant with her belongings. Then, after remarking to us in English on the advantage of knowing the language, Madame went comfortably to sleep again, the occurrence not having disturbed her peace of mind in the slightest.

Genoa — “*La Superba*” — as the Italians proudly called their city in the days of her power and magnificence. Rising up from the blue gulf in terraces of marble palaces, rich churches and orange groves, with the snowy Alpen peaks in the distance, and the blue heavens seeming almost to touch her pinnacles and towers, Genoa is still a city to be proud of. Darkness lay over her streets and houses as our train steamed into the cold, neglected-looking station, and having said our “*Adios*” to the polite Signor, and the dark-eyed Signorina, and exchanged compliments and adieus with Madame, we were rattled off to our hotel, just overlooking the harbour. It was such a gloomy, darksome street, colonnaded with stone arches that once were white, but now were of the darkest hue imaginable, and the hotel itself appeared so old and mournful and forsaken that we felt as if we

were really in old Genoa—a city as old, if not older, than Rome herself. It required all the blaze of light streaming down the marble steps as we entered the hospitable doors, and the attendance of dozens of porters and waiters, the slow but necessary elevator, and the familiar English spoken by the smiling “*Portier*” to remind us that we were visiting Genoa of the 19th century. This hotel, “*Hotel de Ville*,” was once the palace *Fischi*, and belonged to the old Genoese family *Fischi*. It is a most gorgeous building within, with lofty rooms and long corridors full of gilding and decoration, and endless flights of marble staircase. Now, one passes English and American travellers on the stairway, the halls are full of hurrying waiters and maids, and yet we fancied that the ghosts of the former occupants lurked in the passages, and that phantom lords and ladies swept up and down the steps, and occupied the immense rooms, in one of which we stand now gazing out into the night at the beautiful sight before us. There are thousands and thousands of lights shining in the harbour, gleaming on the water below, giving us glimpses of dark vessels and high masts, and dusky, moving figures. In the early bright morning the scene is very interesting—the ancient docks, the landing and loading of the many different vessels, the odd characters of sailors on the quays—all is delightful to watch. This harbour of Genoa, about twelve miles in length, is one of the finest on the Mediterranean, and to take one of the ever-ready small boats and be rowed out some distance from the quay is one of the most pleasant of experiences imaginable. Here the water is so blue, and there it is all golden with the sunshine, and the city herself, with her fortifications and tiers of lofty towers and beautiful buildings, all bathed in the glorious sunlight, looks like a fairy city,

and not one so full of life and business. If Genoa is beautiful and picturesque-looking from its harbour, let us go and walk through the labyrinth of narrow streets and tiny alleys, hemmed in, in the lower part of the town. Some of these passages are scarcely wide enough to admit of two people passing one another, and they are crowded full of high, narrow dwellings, overflowing with occupants and wretchedness, and hundreds of small shops, where fish, macaroni, jewellery, gaudy stuffs, fruit, and awful-looking eatables, or rather "uneatables," are to be bought. Italian women at their doorways are shouting to the passers-by, men are quarrelling, smoking and singing all at the same time, noisy boys with mules brush past one, and little girls go by, bearing baskets of fruit and vegetables. It is all bewildering and one is glad to escape the confusion and emerge from one of the openings at the top of these steep little streets into the broad Via Garibaldi or Via Balbi, both of them handsome streets, lined with rich shops and palaces without number. Genoa is world-renowned for her palaces, now old and falling into decay, some of them used for banks and business purposes, or their handsome lobbies as a frequenting place for beggars and petty traders, but many still shown to visitors for their richness and valuable paintings. The "Palazzo Rosso" is a large building with an imposing staircase, and gardens of olive and palm trees above. Its massive gilt ceilings and walls, and the variegated marble floors render it very gorgeous, and on the walls hang portraits by Rubens and Van-Dyck of the old Genoese aristocracy, beside saints and martyrs by Guido Reni and Murillo. A few yards away is the "Palazzo Municipale"; and attracted one day by its imposing entrance we went in, and up the lofty flight of steps to where a palace usu-

ally begins in Genoa, and there fell into the hands of a rusty old veteran guide with a large bunch of keys and a small stock of broken English. Under his care and guidance we found our way to the council room where Columbus and Marco Polo in Mosaic look complacently down on a bust of Garibaldi, adorned with medals and orders. In an adjoining ante-room is Paganini's famous violin, a dark little instrument kept carefully under glass, and resting beside letters of Columbus, and Garibaldi's sword and flag. The old caretaker had been a follower of 'Baldi's army, and gave us quite a brilliant account of that great soldier's doings and the love of the people for him.

Genoa is as rich in churches almost as in palaces. St. Annunziata church is the most sumptuous of them all, and on entering one is fairly dazzled by the blaze of gilt in the building, the numbers and richness of the paintings and the varied marbles. This church belongs to the Genoese noblesse, and their separate chapels ranged around the church vie each with its neighbour in wealth of marble and decoration.

The cathedral, "St. Lorenzo," is an ancient, Moorish-looking church from the 11th century, and is said to be built on the remains of a pagan temple. It resembles most of the Italian churches in the cold, ghostly atmosphere that pervades the interior, and the altogether uncomfortable feeling that one has while within. The blind beggar on the steps, who pushes open the greasy red curtain for you, listening for the chink of the centesimi in his handy tin box—the soft tread of the monk through the building, or the chant of the priests, if they are holding service—the queer old women telling their beads in convenient odd corners—are to be seen all over Italy, and I think St. Lorenzo was just a trifle more mournful look-

ing, and the red curtain a bit more faded and old than the generality of them.

One bright, sunny morning—and the mornings here seem so bright, the water and sky so blue, and a lovely light is reflected on all objects—we climbed up to the church of “St. Maria in Carignano,” the highest point in Genoa. The way is very steep and winding, and we mounted countless steps, traversed narrow lanes and sloping streets, passing many a clump of olive and palm trees, always mounting higher and at every turning catching glimpses of the blue gulf below. At last, breathless and tired out, we were at the church gates, and there, seeming to be but a few feet away, lay the broad Mediterranean, the deepest and bluest of all seas, the white sails dotted here and there glistening in the sun. The little church, “St. Maria in Carignano,” is like a very small St. Peter’s at Rome, and the view from the tower is very fine. Below lies the city, sloping down in towers and gardens, and to the south is the expanse of shining water—the Mediterranean. Up here it was so quiet and pleasant that we were loth to retrace our steps back to the crowded thoroughfare. Going down we met a few donkey-boys leading their heavily-laden animals up the steep steps, or perhaps lazily resting in a convenient corner and idly chattering to some passing Italian girl, bearing on her head baskets of luscious grapes, figs or oranges. Down in the crowded cafés on the Via Balbi and Via Roma were the fashionable Genoese, leisurely sipping their café and smoking long cigarettes. We sat down at one of the small tables in the café garden, where the orchestra was playing the sweet music of “Cavalleria Rusticana,” and a brisk little French waiter brought us some fresh figs and “Chianti” wine. All around us was laughter and chatter in so

many different languages. An old English doctor talked so loud and fast at an adjoining table, retailing the most wonderful adventures and escapes to a meek-looking little foreigner, that we could not help but hear his conversation, much to our amusement. We had reason to remember this remarkable looking old gentleman, for afterwards at the station he accosted us, and we found it difficult to shake off this “old man of the sea.” We always glanced anxiously around in fear that he would again appear, and on another occasion in our travels in Italy he came peering in the windows of the different railway compartments, in search, I daresay, of congenial companionship, and we shrank into the seclusion of our carriage until he was past and the train in motion.

One of the sights of Genoa is the cemetery, or “Campo Santo,” distant about a mile and a-half from the city, on the slope of a hill in the valley of the Bisagno. It is a beautiful, quadrangular court, surrounded by high arcades of white marble, and over the marble slabs under which sleep the nobility of Genoa are raised monuments of the most exquisite design and workmanship by the best sculptors of Genoa. In the centre is a circular chapel, supported by Corsican marble columns—a rich little building in which a small service was being held by two solitary priests, but no other person whatever.

We spent many a pleasant hour in this interesting old city of the Riviera, climbing up and down its hundreds of steps, exploring dark and deserted little streets, peering into old, neglected, over-grown palaces, and happening into musty libraries and museums where the sleepy-looking librarian shows with pride antiquated books from 1200 and 1300, and relics of Quintus Curtius. We had many an interesting walk along the docks by the busy

shipping, and into the maze of crowded streets where sailors, vendors, donkeys, old women, jostle against one, and we would climb up from these busy hives into the modern gay Via Roma, lined with handsome shops of marbles and glittering jewellery. The filagree industry is extensively carried on in Genoa, and it is most interesting to watch the men and boys fashioning pins and souvenirs from the tiny pieces of silver and gold. Few visitors depart without carrying with them some token of this pretty silver and gold filagree work.

But now the hotel bus was at the door, and the row of smiling waiters and boys waiting to be remembered, so we took a farewell look at the blue gulf and the tall-masted ships, and parted with our last "centessimi" to a very forlorn, lame old beggar, who immediately invested in an immense bun with it and enjoyed it under the bus window. He waved us a thankful adieu with his crutch, leaning up against the old arch and munching away very contentedly.

The magnificent memorial to Columbus stands just in front of the depot, encircled in a clump of palms. The great discoverer stands leaning on an anchor, while at his feet is a figure of America kneeling, and around the pedestal are bas-reliefs of Columbus' history. It has, until

lately, been supposed that Columbus was born in Genoa; but now the facts are pretty well established of his birth, in 1438, at Savona, a town near Genoa, where his father, a wool dealer, was living economically. The family moved to Genoa while Columbus was but a child, and it was playing about these old docks of the Mediterranean that the boy learnt to love the sea, and listening to the strange tales the sailors would tell of lands of unbounded wealth and plenty, that Columbus became absorbed with a love of adventure. The house is still shown on the Portorio, a long, steep street leading to the church of St. Stefano, a street where chiefly wool manufacturers congregated. It is certainly a strange coincidence that two so great men as our great Shakespeare, and Columbus, the new world's benefactor, should have both been the sons of wool dealers.

As our train bore us rapidly away from Genoa, we had dim visions of laughing Italians, flapping red curtains, beggars, marble monuments and gilded rooms, and we fancied we heard still the sounds of the mandolin and the rattle of the vehicles over the stones by the pier, and it was not until we rested that night in the sleepy little city of Pisa that these sounds and visions passed away.

L. A. T.

QUESTIONS IN THE HISTORY OF GREECE.*

BY PETER M'Eachern, B.A.

WHILE collecting these questions in History for use in his own class, the writer of this analysis thought that teachers and examiners, all of whom should be subscribers

to THE CANADA EDUCATIONAL MONTHLY, would be benefited by knowing the general drift of these examinations.

The History of Greece conveniently divides, on a chronological basis, into five periods: 1. The period before the Persian Invasions; 2. The Persian Invasions; 3. Between the Per-

* An analysis of the questions in the History of Greece at the Matriculation Examinations of Toronto University for ten years 1883 to 1892, inclusive.

sian Invasions and the Peloponnesian War; 4. The Peloponnesian War; 5. After the Peloponnesian War. There was some difficulty in placing in these groups questions relating to constitutions, to the general influence of Geography on History and to comparisons of Greek and Roman civilization. The question on the constitution of Sparta was put into the first period, that on the growth of the constitution of Athens was treated as if it were two questions and placed in the first and third periods—the times of (1) Codrus, Dracon, Solon and (3) Pericles. It was thought, since Greek civilization was at its height during the third period, that the questions on Greek civilization and on geographical influences should be referred to that period. The foregoing plan was easily applied to all questions except those that enquired for biographical sketches or for the location of places and important events associated with them. These latter questions to which the first plan could not be applied without tending to produce misleading impressions, are dealt with separately under the headings Biography and Location.

Postponing for the present the questions on Biography and Location, and dealing with the remaining questions, all of which are of a general character and can be treated without subdivisions: two belong to the first period, two to the second, eight to the third, six to the fourth and one to the fifth.

Now let us return to the questions of which the type is: "Where are Lerna, Peiræus, Plataeæ? For what are they noted?" In dealing with these, it was assumed that the information given in elementary texts would be sufficient to satisfy the examiners. Lerna has for its chief historical association an incident in the life of Hercules, and is referred to the first period only. Peiræus

came into prominence in the time of Pericles, and is referred to during the Peloponnesian War. It is therefore counted in the third and fourth periods. Plataeæ, for similar reasons, is counted in all the periods. Dealing with Location on this basis, there are eighteen references to the first period, thirteen to the second, eleven to the third, seventeen to the fourth and six to the fifth.

Applying the same method to the questions on Biography as to those on Location, the references by periods are: first, one; second, nine; third, fourteen; fourth, seventeen; and fifth, five.

In the ten years, the following places are asked for twice: The States in alliance with Athens and Sparta during the Peloponnesian War, Abydos, Attica, Cythera, Phocis and Salamis; while Acte, Colchis, Colophon, Cumæ, Eubœa, Delphi, Iolcus, "The Isles of Greece," Ilissus, Lerna, Mycenæ, Naxos, Plataeæ, Peiræus, Tempe and Thèrmopylæ are asked for once.

The Biography of Aristides and Themistocles was demanded three times, that of Alcibiades, Cimon, Nicias, Pericles and Xerxes twice. The great men of the time of the Peloponnesian War, the eminent Athenians of the age of Pericles, Cleon, Demosthenes, Miltiades, Philip of Macedon and Socrates came in each for one reference.

Making a summary by periods we have:—

Subject of Questions ..	PERIODS.				
	1	2	3	4	5
General	2	2	8	6	1
Location.....	18	13	11	17	6
Biography.....	1	9	14	17	5

A general question is usually a whole question. It takes, on the average, about five of the points given for Location or four of the points for Biography to be equal to one of those

given for a general question. Reducing all to a common denomination on this basis, we arrive at the result that two-thirteenths of the questions for the last ten years apply to the first period, two-thirteenths to the second, four-thirteenths each to the third and fourth, and nearly one-thirteenth to the fifth. Is this the proportion that should prevail? To answer this it is right to remember that until lately the work prescribed began with the Persian Invasions, and that the number of pages given in the authorized text to the successive periods is 49, 17, 8, 19, 20. It would seem from this that a candidate, by studying or rather cramming 27 pages, might answer eight-thirteenths of the questions, thus securing more than half of the marks for the subject.

Nearly all the questions on the period before the Persian Invasion were given when the curriculum stated that the work should begin with the Persian Invasions. Since the curriculum was changed so as to include the period before the Persian Invasions scarcely a reference has been made to that period, nor has there been any notice taken of a similar extension of

the work in Roman History. All that is known of the foundation on which the greatness of Greece and Rome was built belongs to the Legendary Periods. More attention should therefore be directed to these periods. The greatness of our legacy from Greece and Rome could be enquired for in connection with our own institutions and literature.

As to the subjects of the questions, there are five distinct references to the political and constitutional history of Greece, six to trade and commerce, four to art and literature, ten to colonization, about five to the influence of geography on history, and one to a comparison of the civilizations of Greece and Rome. Dates are asked for but once.

In Roman History, Augustus and his time come in for thirteen questions; Sulla for four, and Caius Gracchus and Julius Cæsar for three each. The countries in the Roman Empire were asked for five times, and the states of Italy three times. On the whole, there is a more uniform distribution of attention in the questions on Roman History than in those on the History of Greece.

NEED OF A FATHER'S INFLUENCE.

THE *Popular Science Monthly* recently had an article by Dr. H. L. Taylor, on "Childhood from a Medical Standpoint," in which he emphasizes the importance of fathers having a share in shaping the characters of their children. His trenchant remarks on "wholesome neglect" are equally pertinent. He says:

So much has been said about the frivolity, incompetence or fussiness of American mothers that it will not be amiss to enquire into the characteristics of our fathers of families. With

the best intentions in the world the time that a city man can spend with his family is usually very limited, and he is not always in the mood to exert a helpful influence when he returns at night worn out with business cares, and often prefers the club, lodge, or neighbouring corner to his family circle; his wife may see little of him, and his children less. It is not a matter of indifference, however, even in regard to health, whether the children enjoy a due proportion of their father's companionship, for that is, or

should be, a vital factor in the children's growth and education, and whenever they are deprived of it certain elements of character and mind are almost always absent. Look around among your friends where the children have grown up without a father and see if your observation does not show that there is some quality of mind or heart, some check or balance, wanting that no one else could supply.

Body and mind grow together; what affects the one must affect the other, so that if the influence of either parent is withdrawn the due proportion or balance is lost and certain physical, as well as mental, peculiarities in the children are dwarfed or accentuated.

The child does not exist who can grow up natural or healthy without a fair share of wholesome neglect and judicious exposure. Few realize the tremendous risk of over-caution and over-attention. A youngster is invariably happier with few and simple playthings than with a multitude of complicated toys. . . . Give the boys a carpenter's bench; encourage the girls to do housework. Where possible let both boy and girl have a little garden patch, if only a few feet square, and the care of a few plants. A woman in her home, a man in his garden—this seems to be a fundamental type from which we cannot entirely depart without risk to body and mind. The training of the mus-

cular reflexes should go hand in hand with the cultivation of simple, natural, beneficent reactions in the higher planes. Cheerfulness, sincerity, industry, perseverance and unselfishness may be acquired by practice and constant repetition as much as the art of correct speaking or of playing the piano, and are far more necessary to health. We must have a basis of correct fundamental physical and psychical reactions as a help toward a proper balance between feeling and will, or our subsequent building will rest on a foundation of sand. How often is a physician hampered in his efforts to help some sufferer, because the latter has never acquired the art of obedience, or because he cannot tolerate a tongue depressor, or swallow a pill or any unpalatable mixture, or take milk or some mainstay of diet; or because he cannot be left alone, or sleep in the daytime, or wear flannels, or sit still, or bear pain, or use his muscles, or take in certain classes of facts or ideas! These and similar peculiarities, which are a formidable hindrance to the physician, and may be a matter of life or death to the sufferer, can usually be prevented by a little care or overcome by a proper training. They are often the result of carelessness or over-indulgence or that kind of cowardice which instinctively avoids the disagreeable instead of facing a difficulty fairly and conquering it.

LORD TENNYSON.

IT seems but yesterday that we lost Robert Browning, a writer who, of all those who seek to quicken our life and our knowledge to a higher consciousness through the feelings, was pre-eminently the one who, in our time most keenly felt and most vividly pictured the importance and

the greatness and beauty of passions and enthusiasms. And to-day we are mourning the loss of the poet who, in many ways, was Browning's counterpart—who was, of all men, most strongly imbued with a sense of the dignity and efficiency of law in its fullest and truest meaning; whose

greatest delight was in energy nobly controlled, and activity rendered orderly by experience. The loss of two such writers leaves English literature poor indeed; and of the two losses the more recent is the more keenly felt. Tennyson was the more readily and more widely intelligible, and was far more closely in touch with the scientific thought of his time than Browning ever was; while his unrivalled mastery of style and musical expression long ago secured for him a high place of distinction, not only amongst his contemporaries, but also amongst the choicer few who are recognised by every one as great in English literature.

Most of us, no doubt, are aware of the attitude which poets, and imaginative writers generally, in the early part of this century, took up with regard to the new and correcter knowledge of the earth and of natural phenomena which science was rapidly making common property. We recall, for instance, how Keats protested that "all charms fly at the mere touch of cold philosophy," and his indignant assertion that—

"Philosophy will clip an angel's wings,
Conquer all mysteries by rule and line,
Empty the haunted air and gnomed
mine"—

though it is only just to add that elsewhere he tells us that

"To bear all naked truths,
And to envisage circumstance, all calm,
That is the top of sovereignty."

In the previous and less poetic century, some writers, it is true, were less afraid, and even endeavoured to trick out science in the trappings of verse. But such compositions as Darwin's "Botanic Garden" are neither poetry nor science. The triumph of enlisting the discoveries and problems of science in the service of true poetry remained for Tennyson. Turn where we will to his poems we find not only

direct references to these problems and discoveries, but—also and these are much stronger proofs of poetic assimilation—phrases and metaphors springing simply and naturally from them; as when, for instance, in "Lucretius," the broth is said to have "confused the chemic labour of the blood"; or when, to choose one from a hundred such in "In Memoriam," we are exhorted to co-operate with natural progress, and to

"Move upward, working out the beast;
And let the ape and tiger die";

or, again, when, speaking of nature, the mourner dwells on the fact that—

"So careful of the type she seems,
So careless of the single life."

But there is no need to multiply instances. Poetry being to Tennyson what Wordsworth declared it to be—the breath and finer spirit of all knowledge, the impassioned expression which is in the countenance of all science—the growth of knowledge from more to more, though it took away a few old and pretty fancies, did but reveal to him greater and more inspiring wonders; it stimulated and did not chill his imagination.

We have no space here to dwell upon the beauty of diction, the perfect fitness of phrase, the exquisite music of words, which are the distinguishing marks of Tennyson's poetry. Nor can we do more than recall, in passing, that deep and strong, though rarely passionate, love for England and English scenes and English ways, which will never allow English men and woman to grow indifferent to him, and which is our far-off colonies has drawn many a heart closer to the mother-country—the country which all colonists call "home." We turn rather to ponder over once again the lesson of life which he sought to teach us, or, as it is sometimes called, "his message to his time."

"It is plain that in Tennyson's

view there is a divine order in the world, an increasing purpose which is one with natural law; that the truest wisdom for each one of us is that each should recognise his own place in that order; that the faithful and fearless adherence to the law of our highest life—the service which is perfect freedom—is the wisest and noblest attainment of a human being. True freedom is progress according to law, the law of our being; and this progress is impeded, not helped, by our following “wandering fires,” and mystical visions of things divine. We rise to higher things, not by visions nor on the wings of sudden impulse, but on stepping-stones of our dead selves. Nature is our pattern; we should innovate like her. Tennyson’s hero, Arthur, who revered his conscience as his king, is the realization of this ideal. It is his strenuous self-mastery, his self-subjugation to the law of duty, his orderly activity in the sphere of the practical, which give him his power. Self-reverence, self-knowledge, self-control—reverence of one’s better nature, knowledge of one’s true nature, control of one’s natural passions—these three alone lead life to sovereign power. Yet even so one’s work may fail. Still, in the very hour of failure, when he is passing from us, Arthur is strong enough to trust the larger hope. He may fail, but God’s increasing purpose does not fail.

“The old order changeth, yielding place to new,
And God fulfils Himself in many ways.”

These, very briefly and imperfectly put, seem to us the central thoughts in the lesson which Tennyson would teach us. Many other lessons there are of love and patriotism—but this is the chief lesson. And now, like his own Arthur, he too has passed from us; and like Sir Bedivere we stand gazing after him, “revolving many memories. And those of us who are past the middle time of life, know only too well that for us there can never be any one to fill his place. The days darken round us, and the years, among new men, strange faces, other minds.

“But when that moan had passed for ever—
more,
The stillness of the dead world’s winter dawn
Amazed him, and he cried ‘The king is gone.’
Whereat he slowly turn’d and slowly clomb
The last hard footsteps of that iron crag;
Thence mark’d the black hull, moving yet,
and cried,
‘He passes to be king among the dead.’
Then from the dawn it seemed there came
—but faint,
As from beyond the limit of the world,
Like the last echo born of a great cry—
Sounds, as if some fair city were one voice
Around a king returning from his wars.’
—*The Educational Times.*

LESSONS NOT IN BOOKS.

MARGARET W. SUTHERLAND.

THE lessons which we shall discuss as among the valuable ones not in books are not lessons from the “Book of Nature,” important and interesting as they are, but some that belong to the domain of every-day conduct. Three things in one day called my special attention to them;

the first a remark made by an associate teacher, a thoughtful and cultivated woman, as she noticed the lack of taste displayed in the dress of one of our pupils—in another year, perhaps, to be an example to others,—and queried whether some suggestions in such matters did not belong to our

work; the second, the reading in Quick's "Educational Reformers" the following statement: "Locke's argument is this: It is the business of the master to train the pupils in virtue and good manners, much more than to communicate learning"; the third, Emerson's advice "Give a boy address and accomplishments, and you give him the mastery of palaces and fortunes where he goes." We all probably agree with that writer on education who says that the most important thing to teach is "How to live." We may differ, however, as to what constitutes that knowledge and as to how and where it may be taught. The cultivation of manners, if not moral culture, is very closely allied thereto.

How near to good is what is fair!

Since the death of George William Curtis, I have read many beautiful tributes to his character; and I have noticed that the aroma of courtesy seemed to be about everything he did. Those who knew him best seemed to regard his name as a synonym for "gentlemanliness," just as that of Sir Philip Sydney has been for so many years.

Thinking of the trouble that is avoided by courtesy, of the power that it gives over others, of the large sum of happiness in this world that is directly due to it, lessons in it are evidently among the most useful lessons we can give. Nor must we teachers be satisfied when we have made eloquent appeals for their being a part of every day's instruction,—sometimes by example, sometimes by suggestion, sometimes by precept. I think some of us have had mothers so careful of us from infancy that we fail to realize how many are dependent almost entirely upon the schools for instruction in manners. Then again, judging from some of our failures to observe the rules of etiquette, I am led to wonder whether we ourselves have

ever known them, or whether we have forgotten them. It will not do to say that we shall trust these matters to the good sense and warm heart of our pupils. For, while we may be labouring patiently for years to make the former clearer and the latter softer, bad habits of address may all the time be forming. I am glad that Emerson says "But I will neither be driven from some allowance to Fashion as a symbolic institution, nor from the belief that love is the basis of courtesy." I do not think it necessary for us to follow all the dictates of Fashion in all her whimsical changes; but certain forms which have been observed by the best society (I use "best" in its noblest sense) for years, we cannot afford to neglect. That a cordial greeting should be extended to a visitor, we should teach by the manner in which we receive those who come to our school-rooms, as well as by precept. In our primary schools, we teach our little ones the use of "Good morning," "Good afternoon," etc., and yet I have had older pupils, on first coming under my care, act awkwardly, and, in fact, sometimes fail to respond to my "Good morning" if I addressed it to the entire school. Even after learning to respond to me, they have seemed to doubt as to whether it is proper for them to respond to visitors. Now, I think words have to come in to aid example, and we must tell our pupils that it is not courteous in the school-room, or elsewhere, to let any greeting or farewell pass unnoticed. There is a difference of opinion among our teachers of most cultivated manners as to whether pupils should rise out of respect to the superintendent when he enters our school-rooms; there ought to be no difference of opinion as to the welcoming smile and bright nod of greeting which they can give him without hindering any work in which they may be engaged.

Another thing I have noticed is that our teachers insist upon the "Thank you" and "Excuse me" firmly and gently, but fail to teach the proper response to these expressions. Within the last few years I have heard so often from the pupils in answer to "Thank you," "Yes'm" or "That's all right," that I have been forced to wonder if some of the child's educators have not been guilty of using these expressions just as I know that some of them use the vulgar "How?" when they have not understood what has been said to them.

Of course, an important lesson is that every favour received, should be acknowledged either in person or by letter. The thoughtful mother whose little daughter takes anything without the "Thank you," will be apt to say "And what does my little daughter say?" Some such kind reminder may come from the teacher, who must under no circumstance forget to thank a child for a service rendered. But even those who pay the proper attention to the spoken word of thanks are sometimes careless themselves about sending the written thanks. One who cannot spare time to write and express his gratitude for a favour has no right to accept it. That this lesson needs to be taught formally was brought to my attention this fall. At the expense of a good deal of time and trouble, I secured a situation for a pupil of mine outside of the city. I have since received no letter of thanks for what I did. I regret nothing but that as a teacher I failed to give a lesson quite as important as any geography or grammar lesson I could give. This lesson of writing a note of thanks for any kindness shown us, if taught early in life, is ineffaceable. When I was a child we had relatives living at a distance, who always remembered us at Christmas time with pretty Christmas gifts. From the time I could manage a pen,

my mother required me to write promptly my thanks for any presents sent me, so that I cannot now enjoy without a guilty conscience a single present I receive at Christmas until I have expressed my pleasure at its receipt. While speaking on the subject of letters, one of the lessons we must teach is that a business letter should be answered promptly and courteously. That there are those engaged in teaching who do not live up to this rule I have found from my experience as secretary of the Executive Committee of the Ohio Teachers' Association. That we are busy is no excuse for a lack of courtesy. We owe it to ourselves as a solemn duty to curtail the amount of work we are doing when it does not leave us time to be civil.

Another thing we should teach is that when we write for information of any kind to one not a personal friend of ours, we should enclose a stamp for reply. The envelope stamped and addressed is still better.

No pupils should finish the common school course without having had sufficient practice in writing notes and letters to fix proper forms of address, etc., in their minds. Good forms should become second nature. This afternoon I looked over the replies to a note that one of our teachers had sent to all the parents of the children in her school, relative to an exercise for Columbian Day, in which she wished the children to take part.

Only two districts in the city would be supposed to rank in education with this district. Yet I was almost overpowered with the thought of how much of the training of these pupils in good English and good manners would devolve upon their teachers. Customs change in some of these things, and the teacher who studied rhetoric a number of years ago, will need to notice the letters of bright

men and women who are now writing and to consult newer works in English.

Pupils should be taught the special courtesy due from official relations. It seems to me that we teachers are sometimes deficient in this. If my superintendent has any special honour conferred upon him ; if he is elected president of the State Association for instance, I ought to hear his inaugural address if it is within my power to do so. When any one of my assistant teachers who rarely takes part in public exercises of any kind, prepares a paper for some educational gathering, there is a special obligation for me to be there.

Every teacher, perhaps, who reads this article may think of something I have not had time to say, which he regards as important as anything I have said ; but I shall now mention but three things more. Emerson says, "The secret of success in society is a certain heartiness and sympathy." If we find ourselves somewhat deficient in these qualities we ought to cultivate them ; and sympathy will lead us to express pleasure for work well done or appreciation of any earnest effort. Such expression is not flattery. Fine perception will guide to the saying of that which will give the purest pleasure.

We should teach our pupils that, when anyone pays them a sincere compliment, there is nothing coarser

that can be said than "Oh, now, you are giving me taffy!" I cannot tell whether disgust, pity, or indignation is my predominant feeling when I hear a teacher make such a reply to words of genuine approval spoken to her.

My closing courtesy, is the courtesy of attention. Very early we teach the children entrusted to our care that two persons must not speak at the same time, that it is rude to interrupt another ; but we must go farther and teach them to give attention to what their companions say to them ; that they must not be looking at the dress of their playmate and thinking of that instead of what she is saying ; that a boy must not look tired and in a hurry to get off or else anxious to break in with his own thoughts when some one else is talking to him ; that even at a sacrifice of our thought and inclination, we must give heed to the thought of others. A woman of charming manners, of sweet influence wherever she goes, is one who listens with deference to the thought of any honest soul.

You may say that I have not discussed at all one of the points which I mentioned at the beginning of this familiar talk—the subject of dress—but it belongs, prudently and tactfully handled, to the important course of "Lessons Not in Books."—*Ohio Educational Monthly*.

OLD METHODS ARE NOT ALL BAD.

THERE is quite a general complaint among teachers, principals and superintendents that pupils in the higher grades are not able to read with ease and expression, they have so little mastery over words that an exercise in reading becomes a laborious effort at word calling. . . . There can be no good reading without the

ability to call words readily, and it may be well to consider whether the methods of teaching primary reading are not at fault in preparing the pupil for the advanced reading.

We are inclined to think the inability of pupils in the higher grades to call words is the legitimate outgrowth of the teaching of the word method.

By this method the word is presented to the child as a whole, and the teacher either tells the child the word, or by skilful questioning leads him to use the word.

Later, when phonics have been introduced, the teacher writes the new and difficult words on the blackboard and marks them. The general result of these methods on the mind of the pupil are about the same. He soon learns to think he can do nothing with a new word without the help of the teacher in some way. While he should be learning independence in making out his words, he has learned dependence, and his dependence increases with the increase of difficulty.

We are wont to laugh at the old-fashioned teacher, who, when his pupil halted at a word, said, "Spell it." But it is worth while to consider whether the oft repeated command of "Spell it" did not beget more power over new words than some of our vaunted later methods. It at least taught a child to make an attack upon a new word, and any method that teaches a child to try has some merit in it. If in our haste to teach children to read in primary readers we are sacrificing their ability to read in the

higher grades of reading, we would better call a halt and sacrifice the lower grades of reading in the interests of the higher.

In a recent article Superintendent Greenwood says: "Is it not a fact that if children be put at first to spelling words and speaking them distinctly, and that they be kept at it for a half a year or a year, they will make double the progress in their first, second and third readers? It is worth considering at any rate.

Perhaps the craze that swept through the schools a few years ago, that taught that everything in school should be made so pleasant that the child should find nothing but one unalloyed round of pleasure in the school-room, is responsible for the elimination of that drudgery necessary in teaching the spelling and syllabication of words in such a thorough way as to enable the child to read with some degree of ease in a fourth reader. We are of the opinion, that, if a child has not learned how to get at the pronunciation of words by the time he has finished the third reader, the chances are very much against his becoming a reader, or of his taking much pleasure in reading.—*Central School Journal.*

WHAT TO READ.

BY CANON F. W. FARRAR.

THERE are thousands of persons who, not having had the advantage of what is called "a classical training"—in other words, not having learnt Latin and Greek—are apt to regard themselves as only half educated. I think that there is much truth in the saying of Charles V., that the more languages a man has mastered, so much the more is he a man. But our success and progress in all matters depend far less on the num-

ber of advantages we possess, than on the manner in which we employ them.

There are not a few of our foremost living statemen, orators, poets, authors and divines whose powers have received but little cultivation beyond that which they have derived from a thorough mastery of "their own tongue in which they were born." The youth who has learnt to read with thoughtfulness and intelligence, who

loves reading, and who knows what to read and how to read, has in his reach the best gifts which life can offer. He need never be dull; he need never be ignorant; he need never be unprogressive; he need never know what it is to suffer from vacuity of mind; he may save himself from the numberless and debasing temptations of idleness; he need never lack companionship, and his companions may be the greatest of the sons of men in their best moods.

There is many a writer whose works have co-operated with every beneficent tendency which is at work for the blessing of mankind. On the other hand, there are books by the reading of which, were it but for half an hour, a youth may blight his imagination, and darken half his life. I would say, make a habit, as far as possible, of reading only the greatest books. The library of a friend of mine, remarkable for his wit and eloquence, contained only some dozen volumes besides his Bible—a Homer, an Æschylus, a Plato, a Horace, a Dante, a Shakespeare, a Bacon, a Milton, a Goethe, a Wordsworth and a Tennyson. I do not, however, mean that we should never open the book of any except the few immortals. We may read many books for information upon special subjects; many books which concentrate and sum up the best researches of others; many books which, though they do not make an epoch, and are not masterpieces, and cannot be in any sense regarded as works of great genius, may yet express beautifully and worthily the results of patient study and careful thought. Still the rule remains substantially true, that if we would be wise students, the best and greatest books should be our most habitual companions, and the writings of those authors who are most justly famous should be "our earliest visitation, and our last."

Avoid the habit of promiscuous reading. The indiscriminate devouring of newspapers, magazines and periodicals has much to answer for. It wastes our time; it dissipates our energies; it distracts the attention; it vulgarizes the soul; it weakens the memory; it fills the mind with undigested or half digested scraps and fragments of knowledge, which have little or no relation to each other, and which give the semblance of information without the reality.

Nature gives us nothing gratis; and without study, thought, seriousness and effort, there can be no such thing as intellectual advance.

In English poetry read Chaucer, Spenser, Shakespeare, Milton, Pope, Gray, Cowper, Burns, Wordsworth, Coleridge, Keats, Shelley, Byron, Longfellow.

In history read Gibbon, Macaulay, Freeman, Froude, Lecky, Prescott, Motley.

In oratory read the great speeches of Cromwell, Chatham, Pitt, Fox, Burke.

In general literature the works of Bacon, Sir Thomas Browne, Addison, Dr. Johnson, Charles Lamb, De Quincey, Carlyle.

In fiction the novels of Defoe, Goldsmith, Walter Scott, Miss Austen, George Eliot, Dickens, Thackeray.

In divinity the writings of Hooker, Jeremy Taylor, Barrow, Butler, Tilton, Robertson.

Nor is there any deficiency of great living writers, whose works we may study with profit and delight. Our age still rejoices in the presence of Tennyson, Browning, Ruskin, Matthew Arnold, Lowell, Whittier, Gladstone, Bright, Lecky, Bancroft, Lightfoot, Westcott and many more. In studying the thoughts of such men as these you will find delightful and ennobling occupation for the leisure hours of many a year.

And yet there are but a very small

number of the English writers and speakers who in age after age have enriched the blood of the world. While the supply is so large, it is folly to waste over what is empty or poor or base the time which might be spent so happily among the worthiest children of earthly immortality. Nor should it be forgotten that in the range of English literature we may include much that is greatest in the literature of all the world. The disparagement of translation, in which classical scholars sometimes indulge, is extravagant and almost superstitious. It is, of course, true that in the case of most works of genius a translator can never present the full, rich beauty and indefinable charm of a great original. The wings of thought are a little torn, its wheels a little impeded, its bloom a little impaired, when it is transferred from one language into another. Nevertheless, a translation may reproduce all the elements of the original which are the most essential to its worth, and even translations, thoughtfully and intelligently used, may enable English readers to know more of the greatest

works of all nations than is known by many who are able to read them in their original form.

There is one book, the Bible, which the study of all other literature will only render more precious, while at the same time it is so surpassing and universal in its range that all other literature serves for its foil or its illustration.

"The sun," says Theodore Parker, "never sets upon its gleaming page. It goes equally to the cottage of the plain man and the palace of the king. It is woven into the literature of the scholar, and colours the talk of the street."

"By the study of what other book," asks Prof. Huxley, "could children be so much made to feel that each figure in that vast historical procession fills, like themselves, but a momentary space in the interval between two eternities, and earns the blessings or the curses of all time, according to its efforts to do good and hate evil, even as they also are earning their payment for their work?" — *Youth's Companion* (Feb. 19, 1885).

GOOD MANNERS IN KOREA.

WHERE is Korea? Look on your globe. There, looking for the eastern part of Asia, you will find a long peninsula stretching down between the Yellow sea, and the sea of Japan.

There is not in all Asia a country that is not full of curious interest, and among them all there is not one more curious and interesting than Korea. It is but a very few years, comparatively, that this strange country has been open to the world. Even China and Japan, exclusive as they once were, seemed to be fairly cordial and hospitable to strangers when com-

pared to Korea, which, from its habit of "keeping itself to itself," was long known as "the Hermit Nation."

Some day, perhaps, we shall return to this subject and learn how it became open to foreigners. At present we can only stop to tell of one thing (though, doubtless, there are many more), in which other nations might imitate the Koreans to their own advantage.

M. Varet, a Frenchman, who is one of the few foreigners who, as yet, have travelled extensively in Korea, thus describes his acquaintance with a Korean :

"We were in the midst of a vast plain bordered in the far distance by low hills. The rice fields which surrounded us formed an immense checker board. Here many men were toiling, plunged to their knees in water. Even the sight of so strange a creature as a European must have seemed to them, hardly made them stop for a moment from their toil. From time to time the soldier who conducted our party would cause one of the workmen to raise his head, by asking him which one to take of the little crests of solid earth which separate the fields, and form the only paths."

These paths are so narrow that only one person or animal can walk upon them at a time.

"Suddenly, we saw, walking solemnly towards us, a majestic looking old man, bearing a long and beautifully carved cane, such as is known among the Koreans as the "staff of age." He did not appear to be of a high rank, but at the sight of him each member of my long single file of sol-

diers, bearers and servants, hastened to step aside and leave the narrow path free for him, even though to do so they had to plunge knee-deep into the muddy waters of the rice field. I, too, hastened to turn my horse into the water, for I would not wish a European to be outdone in paying homage to the majesty of age.

"As the old man passed on with an air of unconscious, but absolute royalty, he rewarded our deference, as any gracious sovereign might, with a look of calm friendliness. Being a Korean, he knew that, however poor he might be, he was more worthy of respect than we by reason of his many years. In my heart I sighed to think how far, how very far, are we of Europe from the true politeness of this almost unknown country."

If M. Varet had not himself been so polite perhaps he might have added that even Europeans treat the aged with much more respect than some whom we do not like to name, because we also are Americans.—*Goldthwaite's Geographical Magazine.*

2

AT WHAT DATE WILL THE EARTH BE ENTIRELY PEOPLED?

BY E. G. RAVENSTEIN.

IN order to answer this query at all satisfactorily, it is necessary to determine: (1) The present population of the world and its probable increase. (2) The area capable of being cultivated for the yield of food and other necessaries of life. (3) The total number of people whom these lands would be able to maintain. I need hardly point out that a precise answer to these apparently simple questions is well-nigh impossible.

The Present Population of the World.—This is a fundamental question for the inquiry proposed, but it is quite impossible to reply to it with

any amount of confidence. Enumerations of the people have been made in all civilized States, but with respect to large parts of the world we are still completely in the dark. Of Africa we know next to nothing, whilst the long array of figures presented to us as the results of a census taken in China are not calculated to inspire confidence. I have taken some care to form a true estimate of the population of Africa, and I cannot believe in that continent supporting more than 127 millions, instead of the two, three, or even four hundred millions allotted to it by certain

statisticians. Even 127 millions is a high figure, for it means eleven people to the square mile, while in Australia there are not one and a-half, and in South America five only.

THE WORLD'S POPULATION IN 1890.

	Total.	To a sq. mile.
Europe	380,200,000	101
Asia	850,000,000	57
Africa	127,000,000	11
Australasia	4,730,000	$\frac{1}{4}$
North America..	89,250,000	14
South America..	36,420,500	5
Total.....	1,467,600,000*	31

The Cultivable Area.—I shut out from consideration all those territories of the Polar regions which lie beyond the limits within which the cultivation of cereals is possible. I divide the remainder of the lands of the globe into three regions. The first I describe as "fertile," meaning that it is fertile so far only as within it lies most of the land which is capable of remunerative cultivation. It cannot be assumed for an instant that the whole or even the greater part of it could ever be converted into fields yielding the fruits of the earth. My second region includes the "steppes" or poorer grass lands; and as within the "fertile" region we meet with comparatively sterile tracts, so within these "steppes" there exist large areas which can be rendered highly productive, especially where means for irrigating the land are available. The third region includes the deserts, within which fertile oases are few and far between.

The area of these regions in square miles I estimate as follows:—

Europe: fertile region, 2,888,000; steppe, 667,000; total,† 3,555,000.
Asia: fertile region, 9,280,000; steppe, 4,230,000; desert, 1,200,000;

* Exclusive of 300,000 in the Polar regions.

† Exclusive of the Polar regions.

total, 14,710,000. Africa: fertile region, 5,760,000; steppe, 3,528,000; desert, 2,226,000; total, 11,514,000. Australasia: fertile region, 1,167,000; steppe, 1,507,000; desert, 614,000; total, 3,288,000. North America: fertile region, 4,946,000; steppe, 1,405,000; desert, 95,000; total, 6,446,000. South America: fertile region, 4,228,000; steppe, 2,564,000; desert, 45,000; total, 6,837,000. Fertile region: total, 28,269,000; steppe: total, 13,901,000; desert: total, 4,180,000; total, 46,350,000.

The Possible Population.—The task of estimating the number of people whom this earth of ours would be capable of supplying with food and other necessaries of life, once it had been fairly brought under cultivation, is very difficult. There are at present some vegetarians; these would maintain that if their peculiar views were accepted, three men could live where one lives now, and there would be no further need of keeping up large herds of cattle and sheep. I am not sufficiently utopian to believe that mankind generally will ever accept these principles.

Again, it has been asserted that our present methods of cultivation are capable of vast improvement; that the earth might be made to yield much larger harvests than it yields now; and that population might thus be permitted to increase without correspondingly increasing the cultivated areas. This is no doubt true as respects many countries, but it is hardly true of the world at large. Making all reasonable allowance, however, for these suggestions, I take as a basis for my estimate the standard of life, such as we find it existing in various climates and among various peoples. Upon this basis, I calculate that the "fertile regions" would be able to support 207 human beings to the square mile, the present mean population of those regions.

The "steppes" with their large tracts of land capable of cultivation, I believe to be capable of supporting ten inhabitants to the square mile, whilst the "deserts" would be fully peopled if they had even one inhabitant to a square mile.

I do not take into consideration the colonization of tropical regions by Europeans, because I am constrained to maintain that the tropical regions are no field for European emigrants, and because it is not necessary that the consumer of food should live in the country which produces it.

From all these considerations, I assume that this world of ours, if brought fully into cultivation, can supply 5,994 million human beings with food and other necessary products of the vegetable kingdom.

The Increase of Population.—On this point not only are our statistics still very incomplete, but conditions, social or otherwise, may arise which would materially affect the present movement of the population. Weighing all the data to be had, and carefully considering all the causes which are at all likely to give an impetus to the growth of population or retard it in the various quarters of the world, I assume that the increase in the course of a decade will amount to ten per cent.

Summarized, the results of my careful estimates are as follows :—

	Increase in a decade Per cent.
Europe	8.7
Asia	6
Africa	10
Australasia	30
North America.....	20
South America.....	15
	—
The Whole Earth	8

Conclusion.— Accepting these figures as correct, it becomes an easy matter to compute the increase of the population. By the close of this century, the 1,468 millions who now dwell upon the earth will have increased to 1,587 millions; in the year 1950 there will be 2,333 millions; in the year 2000, 3,426 millions; and in the year 2072, or 182 years hence, there will be 5,979 millions. These estimates are not presented as a prophecy. I have already hinted at voluntary checks to the growth of population which will come into play as civilization advances, and the demands for the comforts of this life shall be more general. At all events, so far as we are personally concerned, one hundred and eighty-two years is a long period to look forward to; but if we look back a similar number of years, and remember that William III. and Marlborough were then still among us, we are bound to admit that it is but a short period in the lifetime of a nation.—*Proceedings of the Royal Geographical Society.*

FOR YOUNG TEACHERS.

THIS from the *Educational News* contains nothing new, but some things good which need to be repeated.

There is no single element in the teacher's make-up that counts for more in the school-room than tact. Without it the teacher is a negative quantity, but with it, a positive one.

Many of us are apt to regard tact as an indescribable essential, but it is only plain common-sense. It is possible for every teacher to cultivate it, and I may add that it is their duty to do it. Let us illustrate a few ways in which the teacher may employ tact.

There is no problem that bothers the average teacher more than that of

discipline. He starts out with a careful and lengthy statement of the acts that are forbidden. To tell the child not to whisper is simply to make him want to whisper. The teacher is no police officer, and in laying down a multiplicity of rules he makes the order of the school-room mechanical and not natural. By the usual punishments no one can hope to stop every form of communication among pupils. Don't teachers like to whisper at institutes? and how annoying to the speaker they sometimes are! No teacher can hope effectually to stop whispering by command or law. We must study the dispositions and mental habits of our children, and apply the remedy accordingly. If we seat pupils properly we may help the situation, and if we make the studies interesting to the pupils, we will satisfactorily overcome the difficulty. If the teacher is annoyed by whispering, in nine cases out of ten it is the teacher's fault, because she does not make the opportunities for not whispering as favourable as possible to the pupil.

The teacher may have many a restless night, because she has not been able to secure the approval of the Board of Education for some pet project, or because some of her methods or devices in the school-room are not meeting with popular approval. She has forgotten the conservative tendency boards of education and communities, and ought to have educated them up to the new idea before asking them to adopt it. Try to get your principal or trustees to see the wisdom of the proposed change. Don't bore them continually with the new idea, but simply put before them the opportunity for knowing it in its best light. If favourably inclined, they will make it their idea, and though you may lose a little of the glory accruing from its adoption, you will lose less sleep and energy, and have less trouble in the

school-room. We must pursue the same course of conduct when we do not like our text-books or school-house accommodations. We must always be educating our public (and pupils) up to a higher appreciation of school needs and privileges.

The teacher's opportunity lies in his ability to impress his personality upon his school. Every pupil must be made to feel that the teacher is in thorough sympathy with him, and that he is his best friend. The truly sympathetic teacher is master of the situation. He feels that the true measure of his responsibilities and duties is not the yard-stick or the dollar, and that he is building for time and eternity. Boys do not pattern after teachers of the Squeers or Blimber stamp. Teachers who are whole-souled and noble-hearted men of the broadest humanity and widest sympathy, like President Eliot, of Harvard, and Dr. Harper, of Chicago University, are the teachers of power. Such teachers boys idolize and idealize. It is the companionship with the teacher of earnestness and power that will make the meanest school-house in the land the peer of the wealthiest university in influence and good. The teacher's acts and thoughts outlast the text-book in power for good or evil. The true teacher is always perfectly natural. There is no place for the mechanical teacher in the school-room. The frank and artless child is quick to detect the artificial manner and the stilted style of speech. Personal peculiarities belong to every teacher, and those that are harmful should be overcome, but no sane person expects that individuality should be suppressed in the school.

There is one thing that as young teachers we ought to guard against. We should never make a rule that we cannot enforce. Rules should only be made as the exigencies requiring them arise. We should study the

situation with care before we formulate a rule. If we make a rule against whispering, and cannot enforce it, we have lowered by several per cent. our pupils' estimate of our authority. While we should never make a rule that we cannot enforce, we should not be laying down rules that we do not intend to enforce. How soon the pupil learns to despise such rules and such teachers!

Whatever we say to pupils we should rigidly carry out. The criterion of our statements to our pupils should be the practicability of our execution of them. Pupils respect a teacher of acts, and despise one of words. To be a good disciplinarian is to be able to state in the fewest words your rules with the authority of certain execution. A gesture, a look, and a movement are far more effectual in some schools than a score of threats in others. A teacher who uses threats, lowers children to the level of unreasonable and unreasoning brutes. It is a more serious as well as a more difficult matter to deceive a class of twenty boys

between the ages of 12 and 14 years than as many hundreds of men.

The new teacher has on her side the advantage that the young child enters the lowest grade of the primary school with a high ideal of the teacher. If the teacher does her duty, that ideal will be strengthened, but if not, it will be rudely blasted, possibly never to return to life, at the beginning of the school year. The teacher must utilize the value of first impressions, and seek to create a favourable impression upon the new pupils. This is the time when the teacher should grasp firmly the reins of government, and not temporize till it is too late.

There is no maxim more valuable to every teacher than this "As is the teacher, so is the school." Let every teacher remember this in his daily work, and see to it that while he is disciplining the school, he does not forget to discipline himself. Obedience to the teacher's law should be the sole rule of the school-room, but no teacher should require other than reasonable commands.—*James D. Dillingham, Tom's River, N. J.*

SECONDARY SCHOOLS.

BUT by far the most important and far-reaching step taken at Saratoga, was the action of the Council and Board of Directors in resolving to undertake some specific pedagogical investigations. The committee appointed at Toronto also reported in favour of this step. The specific action taken grew out of a conference of representatives of colleges and secondary schools called, by authority of the National Council of Education, to meet in Saratoga, on July 8. This conference was well attended, some thirty leading institutions having sent delegates. Harvard, Columbia, Cornell, Vassar, Uni-

versity of Nebraska, University of California, Oberlin and Wesleyan were among the colleges participating. After a careful discussion, extending over three days, it was decided that a special effort should be made to improve and systematize the work of the secondary schools. It was agreed that uniformity in their work, and a single curriculum as a preparation for college, were neither possible nor desirable. On the other hand, it was felt that the twenty odd subjects taught in secondary schools should be carefully examined by specialists with reference to these four points: (1) What topics of each subject should be

taught in secondary schools, and in what order; (2) what method of presentation is the most efficient; (3) how many week-hours per year should be devoted to each subject taken up; (4) what tests of proficiency in every such subject can be devised. The value of such an investigation as this is apparent. Its results will fix the standards of secondary school work in the United States, and great benefits will accrue not only to such schools but to the elementary schools and the colleges as well. To carry authority, however, the specialists must be selected with great care and their conclusions must be compared and co-ordinated by a representative body. The conference selected as such a body a committee of ten, as follows: President Charles W. Eliot, of Harvard University (chairman); Dr. William T. Harris, Commissioner of Education; President James B. Angell, of the University of Michigan; Mr. John Tetlow, Master of the Girls'

High School, Boston, Mass.; President James M. Taylor, of Vassar College; President James H. Baker, of the University of Colorado; President R. A. Jesse, of the University of Missouri; Mr. O. D. Robinson, Principal of the Albany (N.Y.) High School; Mr. James C. MacKenzie, Headmaster of the Lawrenceville (N.J.) School, and Prof. Henry C. King, of Oberlin College. This committee was confirmed first by the Council and then by the Board of Directors, and twenty-five hundred dollars were appropriated to pay the expenses of the investigations. This is a noble use of the funds of the Association, and, so spent, its value will increase a hundredfold. If this experiment is as successful as its friends anticipate, other investigation will undoubtedly follow, and, in undertaking them, the National Educational Association will become a practical power for good in the land.—*Educational Review.*

MIND STUDY—INDUCTION AND DEDUCTION.

GEO. P. BROWN.

SOME of those who have been reading these studies from month to month have requested that something be said about induction and deduction, and analysis and synthesis. This is a very natural request when we consider the confusion that must exist in the minds of learners after reading certain popular books on psychology and pedagogy. One of the most popular and widely read little books, by an author who speaks with authority to many teachers, declares that deduction is an analytic process, and that induction is a synthesizing process. Perhaps the next book read by the teacher declares that deduction is a synthetic and induction an analytic process.

When these doctors disagree, the really earnest student is prompted to seek for light by which he may solve for himself the mystery involved in his contradiction. If he should discover that each of these processes is both analytic and synthetic, his respect for his favourite authors may be preserved, and the entire subject cleared up in his own mind.

Induction always starts with a particular fact in its method of thinking. Its purpose is to discover the *law* by which the fact came to be. It seeks to explain the fact; that is, to discover its meaning.

Now, a *law* is something governing and common to a whole body of facts. The fact is the particular; the law

we call universal, or general, because it includes all the particulars and is found to be a characteristic of each. Induction says, "I must connect this particular thing or event with its law." I must join this particular to the universal that is its meaning—explains it and thus makes the two into a unity.

To illustrate: I see, for the first time, an apple fall from the tree to the ground. This is a fact having several elements in it. The one which arrests the attention may be the act of falling. I say that is a quality or characteristic of this apple that it falls to the ground. Nor do I stop there. I go on to declare that the other apples on the tree have the same tendency; that they, too, when freed from entangling alliances, will fall to the ground. Falling is the law of all the apples. I see not only apples, but other bodies fall. I say that falling is the law common to all unsupported bodies. This is a universal law. Newton takes it up here and affirms that it is the law of the earth as well as the apples. He declares that all the planets are constantly falling toward one another and toward the sun, and that their obedience to this law of falling, and to the other laws of their being, for example, that of inertia, determines their path in the solar system.

Now, is it not plain that the movement here is from a particular concrete thing to a law, and that at each step in the process the law becomes wider in its application, more far-reaching, bringing into a common unity many things that seemed not to belong together. The initiatory movement was that of analysis. So, too, the leading movement by which the law was found to apply to many other things was analytic. But the moment the judgment: "It is the nature of all bodies to fall," has been formed, the union between the particular with which I started and the all-embracing

law of gravity, which is the universal, has been completed.

I declare that the apple falls in obedience to the law of gravity. The explanation or meaning of the falling of the apple is "the universal law of gravitation." The movement that results in the discovery of this law is away from the particular thing. The attention is fixed upon the general notion, and the particular things are, to a degree, disregarded and obscured. The characteristic of inductive thinking is, therefore, analytic. Through the analysis of the particulars, the universal is revealed.

But there is no such thing as an analytic process that is not accompanied by a synthetic one. Analysis and synthesis are the two aspects or phases of one and the same act or process. At the same time that I am analyzing the particular things and discovering the law or general truth in them, I am adding to my former conception of these particulars this general truth and so enriching them. When I have identified an apple with a planet, in that the same universal is found in each, both the apple and the planet are enriched. The universal has been brought down into the particular thing, and it is seen to have a much larger meaning, a much wider relation than it had before. Its kinship has been extended. It has been brought into a much larger family. Something has been added to it that it did not have. This is synthesis.

For example: When Newton seized the law that all bodies tend to fall toward each other, he made application of this law to the planets. He said, "All bodies fall toward each other." The planets are bodies. Therefore, the planets fall. The simultaneous activity of the law of falling bodies and the law of inertia will explain or give the law by which the planets are held in their course round their respective centres. He

has now given to the planets something they were not formerly thought to have—the characteristic of being falling bodies. Each planet has been enriched by receiving something new, and becoming identified with the apple. This bringing the universal down into the particular thing, and thereby giving it a significance it did not before possess, is a deductive, a synthetic process. It makes the particular fuller and more definite.

Induction, then, tends to dissolve the individual into an abstract general law, which is vague and abstract because it has no content. Deduction brings this law into the particular, and embodies it there, and so makes it concrete.

Let us illustrate this by still another example. The physicist says all bodies fall; therefore smoke must fall. But smoke is a rising body, as our observation attests. He sets to work to explain why this body, smoke, refuses to become identified with the law.

He discovers that air is heavier than smoke, that is, that its falling tendency is stronger. It, therefore, pushes the smoke up. He says the smoke does not rise of its own nature, but it is lifted by a heavier body.

He admits smoke into a vacuum and discovers that it, too, falls like other bodies. His deductive process enriched the particular object, smoke, with the characteristic of falling, and so was a synthetic process. His analysis of the fact that smoke rises led him to the discovery that the smoke rises in obedience to the law of falling bodies quite as truly as the apple falls.

Induction and deduction are, then, two elements in the one process of thinking. So, too, are analysis and synthesis. When the analytic phase is made the leading object of attention, the process is called induction. The movement that predominates is from the particular thing to the general law that explains it by identifying it with other known things. When the synthetic phrase predominates and the universal is added to the former conception of the particular thing, thereby enriching it, the movement is called deduction. These processes are named from the standpoint of the thing. What tears it down and gives emphasis to one of its elements is analysis. What adds to it, making it fuller and richer in content or meaning than it was before, is synthesis.—*The Public School Journal.*

PUBLIC OPINION.

THE COUNTRY SCHOOL.—The city school in some things is superior; but the well-regulated country school has a freedom from conventionality, from red tape, from dead routine, an approach to the individuality of the pupil, which the city school may imitate with great profit.—*Henry Sabine.*

HUMBUG.—I am convinced that the prevailing craze for new methods of teaching is doing vastly more harm than good. Many of our teachers do

not seem to know that imparting knowledge is not educating. Ingenious devices for forcing intellectual growth may appear successful for a brief season, but eventually they defeat the very object which is to be attained by their use. A few years ago many of us were ridiculed because we objected to that arithmetical training enormity which had grown from a few simple principles into the monstrous aggregation called the "Grube Method." It is now our turn to

point the finger of derision at those who went daft over this fad. All these devices for administering intellectual pabulum in a comminuted state, in order to dispense with mental mastication and digestion and thus render the process of acquiring knowledge one of passive assimilation, smack of humbug.—*A. Megahan, Oakland, Cal.*

THE HARDEST THING OF ALL.—The school-room must cultivate the whole nature of the child, and you should ask yourself every day, Are the souls of these children growing beautiful? Do they love to do right? This will not come through lectures and scolding, never from scolding. Possibly the hardest thing of all that you will undertake will be to cause growth in moral, religious and æsthetic directions. Almost anyone can make a child learn some lines in a book and recite them; few can say they know how to cause a child to love to speak the truth and to do what is right. At first you will feel satisfied if the pupils recite their lessons; and I will not despise the results on the child of learning a lesson and reciting it; it has its benefits. After a while you will aim at larger and better work, and will wonder that you ever thought of school-room success except as the harmonious growth of the child.—*The School Journal (N.Y.).*

THE EDUCATIONAL DAY.—“We front the sunrise of the educational day,” said the president, in his address at Leeds to the members of the National Union of Teachers. Young England’s education—or perhaps instruction would be a fitter word—is proceeding apace each day, but so little is heard of the process that, in the din of political and religious discussion, there is some liability of our forgetting that a new England is being trained. It is well, therefore, to know

that elementary teachers are as united as was evidenced at the meeting at Leeds. The Union has a great future before it, and the address of the president reveals with what a spirit of enthusiasm they are fronting the future. Mr. J. H. Yoxall has sounded a note which should resound throughout the country. State control has proceeded to such a pitch that it is positively vexatious and mischievous to the prospects of education, which need to be free in more than one sense. Examinations are a curse as at present ordered, and everything that can be done to crush out the individuality of the teacher, and stunt the growth of his influence over the children, is at present sanctioned by the responsible authorities. The annual examinations, as Mr. Yoxall pointed out, dominate, instead of being the test of, the work of the year. During the twelve months previous to the visit of the Inspector, the teacher has to store the brains of the scholars with just such facts as it is anticipated will appear of colossal importance to the Inspector. There can be no real and genuine education under such conditions. Education is something altogether higher than mere instruction.—*Western Morning News.*

THE ONE GREAT LITERATURE FOR POPULAR STUDY.—Only one literature there is, one great literature, for which the people have had a preparation—the literature of the Bible. However far they may be from having a complete preparation for it, they have some; and it is the only great literature for which they have any. Their bringing up, what they have heard and talked of ever since they were born, have given them no sort of conversance with the forms, fashions, notions, wordings, allusions, of literature having its source in Greece and Rome, but they have given them a good deal of conversance with the forms, fash-

ions, notions, wordings, allusions of the Bible. Zion and Babylon are their Athens and Rome; their Ida and Olympus are Tabor and Hermon; Sharon is their Tempe. These and the like Bible names can reach their imagination, kindle trains of thought and remembrance in them. The elements with which the literature of Greece and Rome conjures have no power on them; the elements with which the literature of the Bible conjures have. Therefore I have so often insisted, in reports to the Education Department, on the need, if from this point of view only, for the Bible in schools for the people. If poetry, philosophy and eloquence—if what we call in one word, letters—are a power, and a beneficent, wonder-working power, in education, through the Bible only have the people much chance of getting at poetry, phil-

osophy and eloquence. Perhaps I may here quote what I have at former times said: "Chords of power are touched by this instruction which no other part of the instruction in a popular school reaches; and chords various, not the single religious chord only. The Bible is for the child, in an elementary school, almost his only contact with poetry and philosophy. What a course of eloquence and poetry (to call it by that name alone) is the Bible in a school which has and can have but little eloquence and poetry! and how much do our elementary schools lose by not having any such course as part of their school programme! All who value the Bible may rest assured that thus to know and possess the Bible is the most certain way to extend the power and efficacy of the Bible."—*Matthew Arnold.*

GEOGRAPHY.

TWO MAYORS, ONE THOUSAND MILES APART, CONVERSE. — The long distance telephone line between New York and Chicago was open in time to permit the mayor of the former to wish the latter success in the forthcoming Columbus celebration. Chicago's mayor congratulated the mayor of New York and the people of the country on the American invention which enables people with a thousand miles between them to communicate orally. The wires are strung on 50,000 poles.—*The School Journal.*

THE "Traveller's Tree" is a native of Madagascar. Its stem is crowned with long leaves which grow out on each side of the stem towards the top, in the shape of a fan. The leaves are of enormous size, varying from ten to fifteen feet in length. They

are used for thatching houses; but what gives them great fame, and confers its popular name on the tree, is their property of retaining water. Even in the driest weather a quart of water can be obtained by piercing a hole at the bottom of each leaf stalk, and the liquid is always pleasant and pure to the taste. This tree is sometimes called the "traveller's fountain," and sometimes the "fan palm." —*The School Newspaper.*

ATLANTIC CURRENTS.—The prince of Monaco had upwards of 1,670 large bottles, encased in a thin, copper covering, thrown into the sea at different points of the ocean between Europe and America, and of these, 226 have been returned to him by the governments of the various countries to the shores of which they had drifted, and their progress has been

noted with sufficient accuracy to lead to the conviction that the movement of the upper part of the water is circular, the centre being to the west of the Azores. The tide of the Atlantic thus descends the coast of Africa, and, running in a westerly direction, flows on toward Bermuda, and then turns eastwards.—*Goldthwaite's Geographical Magazine.*

NATURAL SOAP.—“In the climates where nature works hardest people work least.” Such was the opinion of an old traveller of our acquaintance. “You don't know what I mean? Well, I'll tell you. In tropical countries, where nature works day and night to produce everything that man can use, in quantities enough to supply the whole world, the people are almost too lazy to eat the fruits she provides, and are quite too lazy to keep themselves clean, though they don't even have to make their own soap. Do they import it, you ask? Oh, no! They have only to put forth a hand and gather it. In South America, as well as in most of the West India Islands, the soap tree, or *Sapindus saponaria*, bears a fruit the pulp of which is an admirable soap, perfectly capable of cleansing sixty times its own weight of badly soiled linen. In some of the South Sea Islands the same cleansing property is found in the stem of a vine called the *Vitis saponaria*, which, when cut in pieces and boiled in water, makes a fine lather; and in Egypt and Southern Spain are found roots with the same property. It is only another proof, I think, that the necessity for labour is a blessing instead of a curse, so much farther advanced in all the arts and comforts of civilization are those nations who are compelled by a vigorous climate to work hard for a living, than are those whom prodigal nature loads with her benefits.”—*Goldthwaite's Geographical Magazine.*

HOW LARGE IS THE UNIVERSE?—

To form some idea of the largeness of this earth, one may look upon the landscape from the top of an ordinary church steeple, and then bear in mind that one must view 900,000 similar landscapes to get an approximately correct idea of the size of the earth. Place 500 earths, like ours, side by side, yet Saturn's outermost ring could easily enclose them. Three hundred thousand earth-globes could be stored inside of the Sun, if hollow. If a human eye every hour were capable of looking upon a fresh measure of world-material, 14,000 square kilometres large, that eye would need 55,000 years to overlook the surface of the Sun. To reach the nearest fixed star, one must travel 33,000,000,000 of kilometres, and if the velocity were that of a cannon-ball, it would require five millions of years to travel the distance. On a clear night an ordinary human eye can discover about 1,000 stars in the northern hemisphere, most of which send their light from distances which we cannot measure. How large they must be! Round these 1,000 stars circle 50,000 other stars of various sizes. Beside single stars, we know of systems of stars moving round one another. Still, we are but a short way into space as yet! Outside our limits of vision and imagination there are, no doubt, still larger spaces. The Milky Way holds probably at least 20,191,000 stars, and as each is a sun, we presume it is encircled by at least fifty planets. Counting up these figures, we arrive at the magnitude of 1,000,955,000 stars. A thousand million of stars! Who can comprehend it? Still, this is only a part of the universe. The modern telescopes have discovered more and similar milky ways still further away. We know of some 3,000 nebulae which represent milky ways like ours. Let us count 2,000 of them as being of the size of our

Milky Way, then 2,000 x 20,191,000 = 40,382,000,000 suns, or 2,019,100,000,000 heavenly bodies. Suppose these bodies parading before our mental eye, one per minute, it would require 3,840,000 years to finish the march, in all of which time we would have to look upon them unceasingly. Suppose a human being migrating from globe to globe and spending fifty years on each, he would require 100,955,000,000,000 years for the round. If he stayed only one hour, he would save much time, but still need 230,400,000 years for the task. Yet, these nebulæ are only a part of

the universe! Outside the nebulæ limits we know of other nebulæ not resolvable into stars. They appear to be primitive nebulæ, pure, unused world-stuff—matter for new creations. Some of them occupy a space as large as the orbit of Uranus. Some are still larger. The one in "Orion" is estimated to be 2,200,000,000,000,000,000 times larger than our sun. Are we come to the outermost limits? Who dares say yes? We are probably come to our limits. But the future, with new instruments and scientific devices, may push those limits so much further out into space.—*Nordstjernen.*

NOTES FOR TEACHERS.

A GOOD PLAIN HAND.—But what we can do, and ought to do, is to train our pupils to write a good, plain, legible hand. If children are properly taught from the beginning, and are not allowed to fall into careless habits, they will never produce slovenly work. But if the teacher pays no attention to the writing except once or twice a week during the penmanship hour, the pupils will acquire a copy-book style (of drawing, rather than writing) for show, and an every-day style as different from the other as possible, for use. But of precious little use it will be to them! Certainly, no business man would tolerate such writing in his office.—*Ohio Journal of Education.*

GOOD BOOKS.—In the education of our children, therefore, we need the accessory of the school library. We want to train our pupils to read good books, which shall give both knowledge and culture. "Good books," I say; for children, if properly guided, will learn to love good books better than poor ones. I think we often underrate the abilities

of children or young persons to understand and appreciate the higher class of literature. These higher forms of literature become models of taste that protect many people from that which is inferior and trashy. Cultivate in early life a fondness for good reading, and we open avenues of culture and pleasure that will be of inestimable value. And so I look forward to the establishment of libraries to be used in connection with the work of our public schools as one of the most important factors in the solution of the great problem of education.—*Edward A. Brooks.*

ONE LITTLE CHAMBER.—Let us use all the helps to the ideal life we can. Let us keep one little chamber in our hearts free from the dust and the turmoil of everyday surroundings, and filled with all beautiful things that may help us. You are furnishing such a chamber while at school; add to the furniture wherever you can, and keep it bright and clean by continual use. Steep yourselves in the great ideal literature of the past: the Bible, and Dante, and Milton. Get

what inspiration you can from the literature of to day : from Emerson and Ruskin, Sartor Resartus, Rabbi Ben Ezra. And, to sum up all, I can only repeat : whatever happens, do not, for any mistakes in the past, or perils in the future, attempt to live without an ideal at all. That is the one fatal thing to do. — *Mary A. Woods.*

CHARACTERS OF GIRLS.—A unique test was recently made on a class of young girls by a teacher in one of the city schools. The pupils, whose ages averaged thirteen years, were directed to describe from memory a certain object, such as a picture or a room. The information which was sought from their answers was their powers of perception, of inference and of imagination. The most noteworthy result was that due to a faculty which may be described as emotionalism. The emotional girls, who in their description used such adjectives as "beautiful," "lovely," "sweet," etc., showed a deficiency in more valuable traits of character, and it would seem that in these cases emotion superseded thought. These tests would, *The World* believes, prove valuable if made in every school, and we are inclined to think that if it were possible to extend this system of tests to the higher intellectual faculties and thus supersede the ordinary competitive examination method of selecting candidates for public appointments, we should have fewer square pegs in round holes. — *Toronto World.*

THE TEACHING OF HISTORY.—One of the most popular lectures delivered at the last Oxford summer meeting was that on the "Teaching of History," by Mr. Wells, of Wadham College. His main points may be summarized thus : History teaching should be (1) civic—teaching the duties of citizens ; (2) patriotic—in-

spiring love of England ; (3) antiquarian—leading the pupil to take an interest in his surroundings : architectural, monumental, etc. It should be, if possible, in the hands of specialists. A manual or handbook should be used with all but the youngest classes. Lecturing should not supersede oral teaching ; the main function of the teacher is to instruct the pupil how to read, what to skim, and what to perpend. Lastly (and here we are most at variance with the lecturer), the teacher should confine himself to England, and eschew all attempts at universal history. So long as a boy's first lesson in history is from the Old Testament, and his second lesson, if he belongs to the middle classes, is on Greek Heroes, we cannot, if we would, exclude universal history. — *The Journal of Education.*

CULTIVATE THE SENSE OF HONOUR.—My experience is that a very large majority of children have no sense of honour ; we have to cultivate the sense ; by our dealing with them we have to develop in them a spirit of honesty, fairness, truth and straightforwardness. We must not be surprised if, to accomplish, this takes a long time, and if we are often disappointed. Masters, in boys' schools, sometimes accuse us women teachers of putting too great a strain upon our pupils by our appeals to their honour, and of making them unhappy and doing them a real moral injury by exaggerating childish faults into breaches of honour. I think there is some truth in the charge. Many an act, which would be mean and wrong in us, is not so in a child ; it is simply the natural outcome of an unenlightened moral sense, which it is our task to enlighten. We are right in appealing to a child's sense of honour up to the limit of its strength, but we must be careful not to exceed that limit. Above all, we must be very careful

how we charge a child with dishonourableness of act, when the thing was done with no sense of anything dishonourable attaching to it. However, having given that caution, I would say that, on the whole, I think we are right in making considerable appeal to children's sense of honour, and in working, as far as ever it is practicable to do so, on the principle of trust.—*The Journal of Education.*

TAKE CARE OF HEALTH.—Comparatively few people take really good care of the health. The rule is to take care of the body after it has shown signs of decay, or has really broken down. That which we do not possess cannot be taken care of. Health preservation is having a good healthy body and keeping it so. President Bateman of Knox College used the first chapel service at the opening of the college session this fall in giving the students some wholesome counsel. His first point was concerning the health. "First of all," said he "take care of your health. You cannot study well without good health. Sleep as much as you need. You cannot have good health without sleep. If you are up late at night you cannot keep your body and mind in good

condition for work." This is as good advice for other people as it is for students. The young man who extends his evenings of pleasure far into the night will be the listless clerk at the counter, the careless accountant in the office, and the slow workman at the bench, on the succeeding days. This is true in nine cases out of ten. The body must have rest or the penalty must be paid sooner or later, in a weakened constitution, with the sure accompaniment of incapacity for service. It should also be kept in mind that the physical effects, leaving out the effects of dissipation, of a failure to care for the health are nearly, if not quite, as disastrous to the imprudent in any honourable occupations as they are to the flippant devotee of public amusements and fashionable pleasures. Temperance, in the most inclusive meaning of the word, is the safeguard of bodily strength. Overwork is often little more than a lack of regulation in performing what seems an allotted share of service. With a body that is refreshed by proper rest, and with the head to plan the work, a tremendous amount can be accomplished. Both mind and body will be strengthened by hard work if the laws of health are known and faithfully obeyed.—*Young Men's Era*, Chicago.

CORRESPONDENCE.

A CORRECTION.

To the Editor of THE CANADA EDUCATIONAL MONTHLY :

DEAR SIR, — Miss L. L. Jones, B.A., Modern Language teacher in the Strathroy Collegiate Institute, has been kind enough to call my attention to a blunder in the note to page 69, lines 26, 27, of the edition of *Les Frères Colombe*, annotated by Dr. MacGillivray and myself. By some

strange misreading the word *toiles* was apparently taken for *tuiles*, and a wrong translation was the result. It should be "the grey cobwebs of the years."

By publishing this, Mr. Editor, you will save readers of the book unnecessary worry and greatly oblige your obedient servant,

J. SQUAIR.

Toronto, Dec. 30th, 1892.

THE ONTARIO EDUCATIONAL ASSOCIATION.

To the Editor of THE CANADA EDUCATIONAL MONTHLY AND SCHOOL MAGAZINE :

DEAR SIR,—The success of the Ontario Educational Association meeting during next Easter holidays will be so largely conditioned by the attendance and assistance of teachers of rural schools, that I hope you will kindly allow me sufficient of your valuable space to call the attention of your readers to the following : Chap. 4, Sec. 73, Clause 7, of the recent Departmental Regulations, says :—

“Any teacher who has been elected a delegate by the association of his county or inspectorial division to the Provincial Teachers' Association, shall be at liberty to attend the meeting of such Association for any time not exceeding one week for each year, provided always he shall report such attendance to the trustees, certified by the secretary of said Provincial Association.”

Many familiar faces were missing

at the last Convention owing to this clause, which renders it impossible for rural teachers to attend unless they have been appointed delegates by their Conventions. The difficulty can be overcome by appointing delegates at the regular Association meeting, or by empowering the secretary of the County Association to appoint as delegates all who signify their desire to attend the Provincial Convention. As the *general* meetings of the Association are hereafter to be held only in the evening, it is necessary to prepare much longer programmes for departments than formerly. Any who would be willing to read papers or who desire to suggest the names of others would confer a favour by communicating with the secretary, R. W. Doan, Esq., 216 Carleton Street, Toronto, or with the secretaries of the respective departments. It is desirable that such communications be sent prior to Jan. 1st, 1893. Very truly yours,

S. B. SINCLAIR,
Pres., O.E.A.

Hamilton, Dec. 1st, 1892.

EDITORIAL NOTES.

We thank Inspector J. H. Knight, Lindsay, for his neat and suitable examination papers, used for promotion purposes in East Victoria. The same words of commendation are due to Inspector Dearnish for his attention to the public school department. Happy New Year to all our readers.

THE Massachusetts Teacher's Association adopted recently a report to the following effect :—

1. The Association asks for competent school supervisors.

2. It asks that college graduates be trained in the art of teaching, the State to provide suitable schools—high normal schools.

3. Next the Association demands that only those who have had a four years' high school course be admitted to the normal schools.

4. The compulsory law is declared radically defective.

5. A state board of examiners is called for.

The aim is higher scholarship, more preparation for teaching and mature men and women in all our schools.

"THE THINGS THAT ARE MORE
EXCELLENT."

WILLIAM' WATSON.

As we wax older on this earth,

Till many a toy that charmed us seems
Emptied of beauty, stripped of worth,
And mean as dust and vain as dreams—
For gauds that perished, shows that passed,
Some recompense the Fates have sent :
Thrice lovelier shine the things that last,
The things that are more excellent.

Tired of the Senate's barren brawl,
An hour with silence we prefer,
While statelier rise the woods than all
Yon towers of talk at Westminster.
Let this man prate and that man plot,
On fame or place or title bent :
The votes of veering crowds are not
The things that are more excellent.

Shall we perturb and vex our soul
For "wrongs" which no true freedom mar,
Which no man's upright walk control,
And from no guiltless deed debar ?
What odds, though tonguesters heal, or leave
Unhealed, the grievance they invent ?
To things, not phantoms, let us cleave—
The things that are more excellent.

Nought nobler is than to be free :
The stars of heaven are free because
In amplitude of liberty
Their joy is to obey the laws.
From servitude to freedom's name
Free thou thy mind in bondage pent ;
Depose the fetish, and proclaim
The things that are more excellent.

And in appropriate dust be hurled
That dull, punctilious god whom they
That call their tiny clan the World
Serve and obsequiously obey :

Who con their ritual of Routine,
With minds to one dead likeness blent,
And never ev'n in dreams have seen
The things that are more excellent.

To dress, to call, to dine, to break
No canon of the social code,
The little laws that lacqueys make,
The futile decalogue of Mode—
How many a soul for these things lives,
With pious passion, grave intent !
While Nature careless-handed gives
The things that are more excellent.

To hug the wealth ye cannot use,
And lack the riches all may gain ;
O blind, and wanting wit to choose,
Who house the chaff and burn the grain !
And still doth life with starry towers
Lure to the bright, divine ascent !—
Be yours the things ye would . be ours
The things that are more excellent.

The grace of friendship—mind and heart
Linked with their fellow heart and mind ;
The gains of science, gifts of art ;
The sense of oneness with our kind ;
The thirst to know and understand—
A large and liberal discontent :
These are the goods in life's rich hand,
The things that are more excellent.

In faultless rhythm the ocean rolls,
A rapturous silence thrills the skies ;
And on this earth are lovely souls,
That softly look with aidful eyes.
Though dark, O God, thy course and track,
I think thou must at least have meant
That naught which lives should wholly lack
The things that are more excellent.

—*Spectator.*

Woe to the people, whose attachment to their land is based upon its material advantages, who have lost their sense for those spiritual presences, from an appreciation of which springs all true love of country, with warrior's courage in her defence, and statesman's faith in her destiny ! The greatest

calamity which can befall any people is to forfeit the enthusiasm for the soil on which their history has been achieved and their hearths and altars lie, by suffering their faith in the presence of God, of which these are but the tokens, to pass away.

SCHOOL WORK.

MODERN LANGUAGES.

Editors. { H. I. STRANG, B.A., Goderich.
W. H. FRASER, B.A., Toronto.

POETIC LITERATURE FOR PRIMARY EXAMINATIONS.

BY MISS H. CHARLES, B.A.

1 (a) Tell in your own words the story in "The Lord of Burleigh," or in the "Revenge."

(b) Tell what poem you prefer, giving reasons.

2. (a) Quote "Break, break, break."

(b) Scan the first stanza; describe the metre, and point out and explain anything peculiar in it.

3. Describe the march of the "most of mankind," as Matthew Arnold gives it in his poem.

4. Describe minutely the two pictures in Keats' sonnet, "On the Grasshopper and the Cricket," and point out all the resemblances and contrasts in them.

5. (a) Under what apparent circumstances was "Go Where Glory Awaits Thee," uttered?

(b) Give a synopsis of the poem, following closely the speaker's thought.

6. Name the poem from which each of the following extracts is taken and the author of it, and explain fully the italicized expressions.

(a) "And these are some *whom a thirst, ardent, unquenchable, fires.*"

(b) "Singing in *youth's elysium ever sunny.*"

(c) "Then fei: I like *some watcher of the skies.*"

When a *new planet swims* into his ken."

(d) "forward to thy numbers,
This sweet wreath of song is the last we shall twine."

(e) "We'll meet and we'll *be fain.*"

(f) "With *his* huge *sea-castles heaving* upon the *weather-bow.*"

EXERCISES IN ENGLISH.

1. Fill the blanks with the proper prepositions.

(a) His duties often brought him — contact with them.

(b) Their house is almost surrounded — trees.

(c) I hope you will profit — by your experience.

(d) He was fast verging — despair when we found him.

(e) He accused me — copying it from the book.

(f) He is evidently possessed — that idea.

(g) Yours isn't to be compared — mine.

(h) Will your mother be angry — you?

(i) I hope we shall have no more need — it.

(j) It looks quite different — what it did yesterday.

(k) Through her efforts he grew more reconciled — his fate.

(l) You will have to conform — their customs.

(m) I cannot again — that view of the case.

2. Classify the italicised words and give their grammatical relation.

(a) *Fearing* that he kept on *working long* after the rest had gone *home.*

(b) I should soon feel a *little better* if I could sleep *better.*

(c) *Ever* since I heard that I have felt *like laughing.*

(d) He came very *near missing* the train *yesterday.*

(e) He took one *more* look at it but said no *more.*

(f) *What* would it benefit you to know *what* she said?

(g) *The higher* you go the *colder* it grows.

3 Point out the difference in the use of the italicised words.

(a) *His* arrest was soon followed by *his* escape.

(b) I will make *you* a present but I will not make *you* my heir.

4. Exemplify in succession the different functions the phrase "to see it" may perform in the analysis of a simple sentence.

5. Exemplify the following words used with the grammatical values mentioned in each case.

(a) "Here," "then," "late," as nouns.

(b) "Will," "early," "only," as adjectives.

(c) "Little," "since," "near," as adverbs.

(d) "Till," "off," "down," as prepositions.

(e) "For," "after," "else," as conjunctions.

6. Exemplify noun clauses (a) in predicate nominative; (b) in nominative absolute; (c) object of a preposition; (d) objective in apposition; (e) adverbial objective, after adjectives, intransitive verbs, nouns.

7. Exemplify adverbial clauses of (a) concession; (b) purpose; (c) consequence.

8. Exemplify adverbs, modifying (a) phrases, (b) clauses.

9. Correct any errors in the following sentences, giving your reasons in each case.

(a) If the driver don't hurry we will be late for the train.

(b) I haven't any doubt, hardly, but what more than one of the boys has spent his money in that way.

(c) If it wasn't for that I could find out easy enough whether it was she that done it or not.

(d) It's so long since he has studied algebra that I expect he has forgotten how to work those sort of questions.

(e) He seemed sort of discouraged, and said he often wished he was back at school again.

(f) If they had acted like they should have done we would have been able to finish the match inside the time allowed.

10.

"As sometimes in a dead man's face,
To those that watch it more and more,
A likeness, hardly seen before,
Comes out—to some one of his race;
So, dearest, now thy brows are cold,
I see thee, what thou art, and know
Thy likeness to the wise below,
Thy kindred with the great of old.
But there is more than I can see,
And what I see I leave unsaid,
Nor speak it knowing Death has made
His darkness beautiful with thee."

—*In Memoriam.*

(a) Write out, classify and give the relation of the clauses whose verbs are "comes," "are," "art," "can see," "has made."

(b) Give the detailed analysis of the first of these clauses.

(c) Classify the following words according to their grammatical value and give the relation of each: *seen, dearest, now, what, below, old, more, what, unsaid, knowing.*

(a) What effect would it have on the meaning and construction if the comma were placed after *it* instead of after *more* in l. 2nd.

CLASSICS.

Editor:—*Professor Fletcher, Queen's College, Kingston.*

By PRINCIPAL STRANG, Collegiate Institute, Goderich.

QUESTIONS ON CÆSAR.—BOOK III

Translate into good idiomatic English chapter 21 "Pugnatum est . . . vertere."

1. Parse *Pugnatum est, salutem, confecti.*

2. Compare *diu, acriter, superioribus.*

3. *Victoriis freti.* Give a list of Latin adjectives, followed by the ablative.

4. *Adolescentulo duce.* Explain the construction. Give examples of other "diminutive" endings.

5. Account for the mood of *possent* and *cuperent* respectively.

6. *Vertere.* In what two ways may this form be explained?

Translate into good idiomatic English chapter 24, "Prima luce . . . cogitabant."

1. Parse *consilii, tutius, impeditos.*

2. *Duplici acie.* What was the usual arrangement? Suggest a reason for the change.

3. *Auxiliis in mediam aciem coniectis.*
What reason for this is suggested by the next chapter?

4. *Victoria potiri.* What other case may follow *potior*, and when?

5. *Sarcinis.* Distinguish from *impedimenta.*

6. *Ullo vulnere.* Give the genitive and dative of both numbers.

Translate idiomatically:

(a) "Nox cunctandum existimavit, quin pugna decertaret."

(b) "Quum omnium voces audirentur expectari diutius non oportere quin ad castra iretur."

(c) "Si quid iis pervim accidat, aut eundem casum una ferant, aut sibi mortem consciscant."

1. Give the principal parts of *cupere*, *reperire*, *egere*, *devotus*, *pulso*, *sublatum*.

2. Mark the penult of *recusat*, *daret*, *comparat*, *navalis*, *renovat*, *collocat*.

3. Give the nominative and genitive of *insidius*, *cuniculis viribus*, *onera*, *sarmentis*.

4. Compare *citerioris*, *minime*, *facile*, *integris*, *inferiores*, *veterem*.

5. Exemplify at least three distinct uses of *qui* with the subjunctive.

6. What construction follows *peritus*, *finisimus*, *intercludo*, *appello*, *sine*.

Translate into Latin idiomatically:

(a) We are all of the same opinion.

(b) Time enough to collect their forces.

(c) He laid these matters before a council of war.

(d) Our safety depends on your valour.

(e) The rest of the soldiers surrendered on the same terms.

(f) He saw that he would have to wage war with these two states.

CLASS-ROOM.

EAST VICTORIA PROMOTION EXAMINATIONS.

DECEMBER 15th and 16th, 1892.

Class III.

GEOGRAPHY.

Questions of equal value.

1. Give the names of four wild birds and four wild animals found in our own county. Tell what you know about the habits of each.

2. Make a drawing of your own county, showing;

(a) The counties that touch it.

(b) Three lakes in the county.

(c) Six towns or villages.

(d) Four of the products of the county.

3. A person starts from Lindsay and travels round the globe, going west. Name, in order, the continents and oceans he would cross.

4. Name six wild animals, six birds, six things we use, and six kinds of people that are not found near our home. Tell as nearly as you can where they are found.

5. What is an island? A volcano? A bay? A rapid? An oasis?

6. What is the difference between:

(a) A peninsula and an island.

(b) An isthmus and a strait.

LITERATURE.

"Robert of Lincoln."

1. (a) Give a word picture of this bird. [5]

(b) Where does he build his nest? [1]

(c) Tell the words that made you say so. [1]

(d) Give the character of this bird in your own words. [10]

(e) Why is his mate called a "Quaker"? [3]

(f) "Passing at home a *patient* life." What does this mean? [5]

(g) "Thieves and robbers." What is the difference? [5]

(h) What does "braggart" mean? Give another word that means the same. [4]

(i) Say in another way, "flecked," "bestirs," "holiday garment," "humdrum crone." [8]

(j) What changes did it make in Robert to have a family to keep? [5]-[47]

"The little girl hat was always going to."

2. What may we learn from this lesson? [4]
"Sugar."

3. Write a description of sugar, telling what it is like, how high it grows, and what

is done to make it fit for use. [8]

"Story of a drop of water."

4. (a) Explain "gurgling of water."

"Tiny little rill."

"Whirling maze of drops."

"The shelving stone."

"A narrow channel."

"Several mazy circles." [6]

(b) Make a list of words that water says. [2]

[8]

5. Write two stanzas from any of the following:

(a) "The little Kittens."

(b) "My Mother."

(c) "The Mill."

(d) "The Harper."

(e) "Good-night and Good-morning."

(f) "Abide with Me." [8]

LITERATURE.

"The Road to the Trenches":

1. (a) Give synopsis of story.

(b) Describe the country through which these men passed.

(c) What are trenches?

(d) "Duty must be done." What was the duty before these men?

(e) What is the difference between a duty and a task? [6]

2. (a) "Men, it must be as he asks." Who said this?

(b) What was asked?

(c) What made him say this?

(d) "We can spare not one." For what?

(e) "Wrap him in this." In what?

(f) Tell what you would see being done.

(g) "Mark the place. You stunted larch."

What place?

(h) Why mark it?

(i) Give meaning of "stunted."

(j) Give another word meaning the same thing.

(k) "Silent on their silent march." What does each "silent" refer to?

(l) "Down sank the snow." Compare this line with "down fell the snow." What is the difference? [14]

3. (a) "O'er his features, as he lies,
Calms the wretch of pain."

Say this in your own way.

"Cruel skies." Give meaning.

(c) "With far soft sounds the stillness teems." Explain fully. [4]

4. (a) "Looking for the mark,
Down the others came."

What was the mark?

(b) What others?

(c) "Struggling through the snowdrift stark." Give meaning of "struggling" and "stark."

(d) "Growing heap." What was it?

(e) Why call it growing?

(f) "Heavy sleep." What was meant?

(g) Why call it "heavy"? [8]

5. (a) "His dreams had softer tongue." Why is the word "tongue" used?

(b) "Gone for England's sake." What does it mean?

(c) Name a person who did this.

(d) "Where so many go." What does it mean?

(e) "Without complaint." Give meaning.

(f) "For England's sake, for her sake."

Why is the word "her" used? [8]

"The Monster of the Nile."

6. (a) How does the crocodile take its prey?

(b) Define "accident," "victim," "membrane," "retreated," "tethering," "tenacious of life," "spasmodic movements," "narcotic," "undeniable witnesses," "malefactors."

(c) Describe the tongue of the crocodile.

"The Inchcape Rock." [15]

7. (a) State clearly why the bell was placed on the Inchcape Rock.

(b) Why did Sir Ralph cut the rope?

(c) Show that Sir Ralph, in cutting the rope, did injury to himself instead of to the Abbot. [5]

"The Flax."

8. Tell all that was done to the flax, from the time it was growing in the garden till it was made into garments. [8]

9. Write two stanzas from any one of the following:

"We are seven."

"After Blenheim."

"A Canadian Boat Song."

"The Village Blacksmith."

"The Inchcape Rock."

"The Burial of Sir John Moore."

"The Gray Swan." [12]

10. Name two lessons by Charles Dickens, two poems by Tennyson, and two by Wordsworth. [3]

11. Divide into syllables, and mark the accented syllable in the following :

Ignorant, Westminster, devastations, identify, arrayed, address, maturing.

GRAMMAR.

1. Define: Noun, Verb, Adverb, Interjection and Proper Adjective. [10]

2. "The adjective is a word used to modify a noun." Explain fully what "modify" means, using for illustration the adjectives in the following :

(1) The golden sun shines brightly.

(2) Brave soldiers never run away.

(3) The small boy of whom I spoke is here. [10]

3 Analyze fully :

(a) That man's son, John, returned to his father's home last week.

(b) In the yard, near the fence, stands a garden rake. [10]

4. Use the following words correctly as verbs in sentences: saw, did, went, came, seen, done, sit, set, rise, raise, lie, lay. [10]

5. Classify the words in the following :

"O, sleep, it is a gentle thing,

Beloved from pole to pole,

To Mary, queen, the praise be given :

She sent the gentle sleep from heaven,

That slid into my soul." [15]

6. Name four classes of adverbs. Give an example of each kind, and use it in a sentence. [10]

7. Give four rules for forming the plural of nouns. Write the plural of "chimney," "life," "penny," "volcano," "tax," "sheep." [10]

COMPOSITION.

1. Combine the following in as few sentences as possible :

The man looked out of the window. It was the window of his workshop. It was a large window. He saw a team of horses.

They were bay horses. They were running away. The rig struck against a lamp post. The rig was badly damaged. [12]

2. Write a letter to a friend describing an imaginary trip to Fenelon Falls: the start, the way you went, your company, incidents of the trip, your arrival, what you saw and did while there, and your return. [20]

3. Write the meaning of the following contractions :

C.O.D.; i.e.; Messrs.; do.; e.g.; M.P.; Gov.; viz.; P.S.; N.B. [10]

4. Write the story of "Golden Deeds," or of "King Midas," in your own words; but *only one*. [20]

5. "WANTED—Clerk in grocery. Address A. B. Smith, Jordan, Ont., stating your age, qualifications, references and salary required."

Answer the foregoing advertisement. Draw a square to represent the envelope, and address it. [14]

6. Change the following into the form of an exclamation :

(1) Their harmony tells a world of happiness.

(2) I would give my kingdom for a horse, a horse.

(3) It is very cold. [12]

7. Correct the following :

(1) He told you and I about it.

(2) Where will I begin.

(3) I will have to go and lay down.

(4) He had went when I got there.

(5) John seen the show when he was to Toronto.

(6) He had not came yesterday. [12]

GEOGRAPHY.

1. What is a peninsula? A volcano? A slope? A plain? An isthmus? A plateau? A prairie? [14]

2. Draw a map of North America. Mark on your map :

(a) The countries.

(b) The boundaries.

(c) Four important rivers.

(d) The gulfs, bays, and chief islands.

(e) The slopes and plains, with chief pro-

ducts of each. [12]

3. Name the great lakes of North America, and their connecting waters. Write what you know about (a) the local, and (b) the through trade of these lakes. [6]

4. Draw a map of your own county. Mark boundaries, railroads and chief villages. [10]

5. (a) Name the provinces of the Dominion.

(b) Give capital of each.

(c) Two important rivers of each.

(d) Two chief products of each. [8]

HISTORY.

6. What people occupied North America when it was first visited by Europeans? [5]

7. Give a description of their houses, dress, and manner of life. [5]

8. What European nations made discoveries in America? Where did each settle? What objects had each? [10]

9. Tell the story of "How Canada was lost to the French." [5]

ARITHMETIC.

Value—10 marks for each question.

1. What number multiplied by 269 will give a product equal to 807 multiplied by 709.

2. How many minutes from 9.40 a. m. on Queen's Birthday till 7.20 p. m. on Dominion Day following?

3. A floor is 20 ft. long by 16 ft. wide. How many yards of carpet 32 inches wide are required to cover it? No allowance for waste.

4. A, B, and C have in all \$72.40. A has \$4.60 less than half the whole sum, and B has \$5.90 more than C. How much has each?

5. Write the table for—

(1) Square measure.

(2) Troy weight.

6. From 200 acres take 199 acres, 3 roods, 39 perches, 30 yds., 2 ft., 36 in.

7. One side of a square field measures 7,776 inches. How many yards round the field?

8. I sold envelopes at 10 cents per package of 25, gaining 2 cents on each package. Find how much 150 envelopes cost me.

9. A rectangular field, whose area is $7\frac{1}{2}$

acres, is 40 rods long. How wide is it?

10. Eighty-two miles of road cost \$24 000 more than 70 miles. What would 7 miles of the same road cost?

Class II.

ARITHMETIC.

Value—10 marks for each question.

1. Find the value of $763 - 306 - 294 + 413 - 69 + 87 - 19$.

2. Nine times 1827 are how many times 7?

3. The sum of three numbers is 7,064. The first is 2,876, the second 709 more than the first. Find the third number.

4. Find the difference between the product of 87 and 75, and twelve times their sum.

5. What change should you get out of a ten-dollar bill after paying for 27 lbs. of tea at 35 cents per lb.?

6. Oats weigh 34 lbs. per bushel, and barley 48 lbs. How many bushels of barley will weigh as much as 168 bushels of oats?

7. Express in words 70,090, 16,008, and 20,020 020.

8. Multiply 986847 by 426, and 19728 by 9807.

9. A man paid \$210 for a horse, buggy, and harness. For the harness he paid \$20; for the horse six times as much as for the harness. How much did he pay for the buggy?

10. How much will 4368 eggs cost at 15 cents a dozen?

COMPOSITION.

1. Write sentences containing the following words correctly used: pale, pail; ant, aunt; there, their; sow, sew, so. [8]

2. Combine into one sentence and punctuate properly:

(1) A tree fell. It was a large tree. It fell across the path. It was an oak tree. It fell to-day. [6]

(2) I received a letter. It was a cheerful letter. It was full of lively descriptions of camp life. It was full of lively descriptions of marches. It was full of lively descriptions of battles. [9]

3. Use each of the following words in two senses in a sentence : gold, love, pound, rice, hand. [12]

4. Write a letter to a friend, telling :

(a) About the Christmas holidays.

(b) How you expect to spend them.

(c) What you want Santa Claus to bring you

(d) What you are going to do to make some poor children happier on Christmas Day.

(e) Why and how we should celebrate

Christmas Day. [15]

5. Write the story of the lesson about "Tea." Tell (1) what it is, (2) where it grows, (3) when the leaves are picked, (4) how the leaves are dried, (5) where it is packed, (6) its uses. [16]

6. Correct the following :

(1) He told you and I about it.

(2) Them books is on the table.

(3) Everybody must do their duty.

(4) It was me who done it.

(5) Will I give you some money. [5]

CONTEMPORARY LITERATURE.

THE COPP, CLARK CO. (Ltd.) will soon publish a book of questions collected and arranged for the use of teachers by Peter McEachern, B.A.

We have received the following books, by the courtesy of the publishers, Messrs. Macmillan & Co., of London, England, through the Copp, Clark Co., Toronto :

Macmillan's Course of French Composition. Second Course for Advanced Students. By G. Eugène Fasnacht. 5s.

This book of French prose, of over four hundred pages, is indeed an interesting one. It consists of French Model Extracts, with Notes, which of themselves form an important book. But we have also an extended series of parallel studies in French and English prose placed side by side, each annotated. For example (p. 126), Tolla—Edmond About; (p. 127), Rebecca—Walter Scott, Ivanhoe. M. Fasnacht aptly remarks, in commenting on the advantages of this method, that a student cannot be expected to have a storehouse of such examples of his own. We may be permitted to express our sincere admiration of the "storehouse" which M. Fasnacht has. The student of French Composition will be happy in the possession of this book.

Principles of Elementary Algebra. By Professor Dupuis, of the University of Queen's College, Kingston. 6s.

We are glad to announce to our readers the appearance of Professor Dupuis' second book on Algebra. It is not specially intended either for beginners or for senior wranglers, but for those who have reached a somewhat intermediate stage in their studies. The book is comprised in nineteen chapters, with numerous and varied exercises, to which answers are given. A good deal of attention is paid to the formal laws of Algebra, and great use is made of the principles and applications of factoring, but perhaps the most striking feature of the work is the prominence given to the interpretation of algebraic symbols and results, especially in connection with geometrical problems.

Domestic Economy. By Edith A. Barnett and H. C. O'Neill. 1s.

This primer is so full of sense and valuable suggestions that we heartily recommend it. Its directions are clear and exact, and it is capable of imparting a great deal of instruction in regard to one of the most important things in the world.

French Dialogues. By Joh. Storm, LL.D., of the University of Christiania. Authorized English Edition. By Geo. Macdonald, M.A.

A text-book which has had ten editions in half that number of years, was evidently both required and well-prepared. This one consists of an extended series of easy dia-

logues on every-day subjects, illustrating the grammar and idioms of the language. It is not intended for mere beginners, but for those who already have some knowledge of the language.

Letters of Cowper. 2s. 6d. Edited by the Rev. W. Benham.

This is the latest number of the cheaper re-issue of the Golden Treasury Series. The editor gives us a good Introduction, and the book, as might easily be imagined, is charming.

Stray Studies from England and Italy.
By John Richard Green.

From "A Brother of the Poor" to "The Feast of the Coral Fishers," this is indeed a book to read. Sixteen years since it first appeared, and time only adds to its value. There are at least four essays which are long and very important (e.g., Lambeth and Its Archbishop-), but none of them are long enough—nor unimportant. The exceeding grace of style, the historic insight, the wide sympathies and great modesty of their lamented author are known to all the world of readers. What the author wrote *con amore* cannot but be read *con amore*. We have seen somewhere lately a picture of Mr. Green—we cannot think quite a good one. But perhaps Messrs. Macmillan will give us one in some future edition of his works.

Twelve English Statesmen: Queen Elizabeth. By Edward Spencer Beesly. Few of the "Twelve" have been looked for with as much interest as the volume before us, which is, in an eminent degree, a clever and readable book, both accurate and brilliant. It was, of course, impossible in the brief compass of this biography, to give a complete life of the great Queen, with adequate reference to the great period of national history of which she is the representative. So Mr. Beesly has chosen as his chief topic her relations with foreign states, and that has made this work, in some respects, incomplete. But there is no book which gives us, in the same readable and accessible form, as good an account of the reign, or as good a biography of Queen Elizabeth "of famous memory."

Let Us Keep the Feast. (Edinburgh: MacNiven & Wallace.) Though written, apparently, by some minister of the Church of Scotland, we observe that this manual, which we have received by the courtesy of the publishers, is endorsed by other churches. Teachers would often like to have some book not unworthy of so important a subject as the great feast of the Christian Church to read themselves, and to lend or recommend to persons who look to them for guidance. Such is this little book.

Outlines of English Grammar, with Continuous Selections for Practice. By Harriet Mathews, State Normal School, Trenton, N. J. (Boston: D. C. Heath & Co.) 75c.

This is one of the latest grammars. It is certainly a great contrast to the heavy-laden book of not many years back, which was bristling with terrifying definitions and filled to overflowing with many matters not now thought to be grammar at all. We suppose the pendulum has probably swung too far in the other direction, but still such a text-book as this has much to recommend it, especially as a "consulting-book" for the teacher. The plan of the book is admirable, and the Lessons are so well arranged and planned that they may well be taken as models. The selections are very carefully and well chosen for American schools.

How to Teach Writing. By Lyman D. Smith. (New York: The American Book Co.) 50c. A manual intended to assist teachers of writing. It contains a good many useful hints.

Longmans' Object Lessons: Hints on Preparing and Giving Them. With full notes of Complete Courses of Lessons on Elementary Science. By David Salmon. Revised and adapted to American schools by Prof. Woodhull, of the New York College for the Training of Teachers. (New York: Longmans, Green & Co.) The Introduction of this book is especially valuable to teachers. The book itself contains material for many good lessons.

OUR readers will be interested to learn

that Principal Wetherell, of Strathroy, has published an account of a recent visit to Britain under the modest title, "Over the Sea." (Strathroy: Evans Bro.) Mr. Wetherell went to see the Land of Burns, Scott, Shakespeare and Tennyson, and spent a short time in London. Those who have kindred tastes will scarcely need any other introduction to the book.

THE latest number of Messrs. Ginn & Company's International Modern Language Series is Keller's *Dietegeu*. The editor is Prof. Gruener, Yale, who contributes an interesting biographical sketch and notes to the text. The story is well chosen, being one of the best of Keller's short novels, and showing the excellencies and peculiarities of his style.

The Step-by-Step Primer. By Eliza B. Burnz, Principal of the New York School of Phonography. (New York: Burnz & Co.) 25c. By means of the system of Burnz' Pronouncing Print, an attempt is made in this primer to reduce to a minimum the difficulties arising from the inconsistencies of the English alphabet.

Nature Stories for Young Readers. By M. Florence Bass. Illustrated. (Boston: D. C. Heath & Co.)

The Smaller Cambridge Bible for Schools. The Book of Judges. With Map, Introduction and Notes. Edited for the Syndics of the University Press by John S. Black, M.A. (Cambridge: At the University Press.)

Education in the Twentieth Century. A Criticism and a Forecast. By J. E. Bryant, M.A. (Toronto: Printed by Hill & Weir.)

WE have received by the courtesy of the publishers, Messrs. D. C. Heath & Co. (Boston, New York & Chicago), four new numbers of their Modern Language Series:

Victor Hugo's La Chute. Edited by Prof. Huss, of the College of New Jersey. 30 cts.

Eichendorff's Aus dem Leben Eines Taugenchts. Edited by Prof. Osthaus, of Indiana University. 40 cts.

A Primary French Translation Book.

By W. S. Lyon, M.A., and G. de H. Larpent, M.A. 65 cts.

German Lessons. By Prof. Harris of Oberlin College. 65 cts.

These numbers will sustain the good reputation of this useful and well-edited series. The "German Lessons" is intended as a preparatory book, to be used before a more complete grammar. The verb is introduced very early in the course, and the Lessons are carefully graded. In the "Primary French Translation Book" everything that could be done by the editors to make the book suitable and attractive, seems to have been done. We have "preparations," "notes," and a complete vocabulary. Nor are the pieces foolish. Some of the re-translations are from Dickens and other writers, indeed, one feels like trying a few of them just for pleasure.

Geography of Africa South of the Zambezi. By the Rev. W. P. Greswell, M.A., F.R.C.I. (Oxford: At the Clarendon Press.)

Under the auspices of the Royal Colonial Institute, the "Geography of South Africa" has appeared. It is one of the most important books issued in the year just closed, and we are inclined to think that it is more use than all the rest of the books that we have ever seen on the same subject put together. Three maps are given, but the text is much more than a geography. It is an interesting encyclopædia of history, industries, social conditions, etc., as well, and indispensable to people who would keep abreast of their own times. The British Empire is too much interested in Africa not to need and use such a book as this.

College Requirements in English. By Rev. A. W. Eaton. (Boston: Ginn & Co.) 90 cts.

Extracts from the curriculum and examination papers in English of Harvard, Amherst, Bowdoin, Cornell, Vassar, Wellesley and other colleges, are here conveniently arranged.

The Book of Golden Deeds. Gathered and narrated by the author of "The Heir of Redcliffe." (London and New York: Macmillan & Co.)

THE *Atlantic Monthly* enters on its thirty-sixth year with the January number which contains the first part of a striking story by Mary Hartwell Catherwood. The scene is laid in Illinois, instead of in Canada, as so often has been the case in her stories. There are many notable articles in this number, including "George William Curtis," "The Feudal Chiefs of Acadia," by Parkman, "Coladi Rienzo," and others. Kate Douglas Wiggin contributes the first portion of a two part story called "Penelope's English Experiences," which renews the pleasure of those who read her "Cathedral Courtship."

"A PACIFIC Encounter," the complete novel in the January *Lippincott*, is pacifically pleasant and serves to wile away an hour. The poetry of the number is especially good. "Bringing Home the Cows," being by Charles G. D. Roberts. There is an article on "Foils and Fencing," by E. V. Schaick. Three biographical sketches illustrated complete the number.

THE January and holiday number of the *Overland Monthly* is to appear in a new cover in cream and gold. It promises to be a specially good issue.

VARIOUS interesting subjects are treated of in the January *Popular Science Monthly*. "Marriage and Kinship Among the Ancient Israelites," by Colonel A. B. Ellis; "Some Vegetable Malformations" and "Genius and Suicide" drive one to the conclusion

that a subject must be either gruesome, discouraging, or what an ordinary person would term slightly indecent before it becomes thoroughly interesting to a scientist. There is a well-told account of an independent invention of the lightning rod by a Bohemian named Divis.

THE University of Chicago which has recently opened its doors under such brilliant prospects, monetary and otherwise, is to issue in January a college monthly.

WE notice a decided improvement in the illustrations of the December number of the *Dominion Illustrated*. Miss A. M. MacLeod concludes her serial, "A Summer in Canada." There are three seasonable short stories and several interesting articles.

THERE is a charming poem entitled, "The Silent Pipes," in the *Littell's Living Age* of December 24th. "The Awkward Squads," a side-splitting tale, is reproduced from "Macmillan's." Another amusing story is called the "Comedy of Courtship." "Our Molten Globe," "Washington Irving" and "Impressions of Provence" complete the number.

OF all the stories hard to understand that Thomas Hardy has written, surely the "Pursuit of the Well-Beloved," which is at present appearing in the *Illustrated News of the World*, is the hardest. The issue of December 24th contains many interesting portraits of men of whom everyone is speaking. There is a short story and several pleasing sketches.

TO OUR READERS.

We greatly regret that the present number did not appear at the usual time owing to the strike which occurred in the office of publication.

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