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THE CANADA
EDUCATIONAL MONTHLY
AND SCHOOL MAGAZINE.

SEPTEMBER, 1883.

ANNUAL CONVENTION OF THE ONTARIO PROVINCIAL
TEACHERS' ASSOCIATION.

PRESIDENT MACMURCHY'S ADDRESS.

LADIES AND GENTLEMEN,—

IN the remarks which through custom it now becomes my duty to address to you, I purpose to confine myself to a few of those points with which we, to whom the parents of the country entrust their children for nurture in all that truly enobles a human being, should be especially conversant.

The work to be done under any school law is threefold. First, to provide sufficient and suitable school accommodation; second, to enforce regular attendance of all children of school age at the schools thus provided; third, to adopt the necessary means to secure for the children thus assembled a complete and efficient education.

On the first object, viz., school accommodation, I do not intend to say anything, except to state that very satisfactory progress has been made, and to express the conviction, which I have had for some years past, that

too much attention has been paid to the material development of the schools—and slight interest taken in the well-being of the living agent—to the detriment of the progress of the country—since it is true for all time: like master, like school.

The population of this province of the Dominion of Canada is now over 2,000,000, and by the last annual report (1881) of the Minister of Education, the whole number of school children is 484,224. From this number deduct one-seventh for those who are not likely to be found in the public elementary schools, and we have 415,049 as the number which should be taught in these schools. I may be allowed to express a doubt as to the accuracy of the returns in regard to the number of school children in Ontario. In Great Britain the number of school children between the ages of five and fourteen inclusive, forms about a sixth of the

population, but in Ontario the given number forms nearly a fourth. Another peculiarity is that while the whole population is increasing, the school population, according to the returns, is decreasing. I take the liberty of directing the attention of the inspectors to these features of our school statistics. Looking at the figures given by the annual Departmental Reports on Education, find that for the year 1858 the daily average attendance was thirty-five per cent. of the number on the roll, for the year 1868 the daily average attendance was forty per cent., for 1880, forty-six per cent., and for 1881, forty-five per cent. So that, apparently, the annual increase in the average daily attendance has been one-half per cent. Examining the last report issued by the education authorities of the United States of America, I find that the percentage of the whole school children who attended school for the year was thirty-four, whereas the daily average percentage of the number on the roll for the same year was fifty-nine; in one city, the daily average attendance of those on the roll is reported to have been eighty-nine per cent. The school age in England and Wales is between five and thirteen; the percentage of the whole number of school children whose names were on the roll for 1881 was seventy; the daily average attendance of those whose names appeared on the roll for the same year was 83.45 per cent., and is year by year becoming higher. For Scotland, where the school age is between five and fourteen, the percentage for 1881 of the whole number of school children expected to attend public elementary schools, was sixty-six, and for those whose names were on the roll, the percentage of the daily average attendance for the same year was seventy-nine; also, as in England and Wales, this percentage is annually becoming greater. From these figures

it is seen that we are far behind England and Wales, Scotland, and even the States of the neighbouring Union in the matter of school attendance. The law compels the local school authorities to make provision for teaching all the school children in the country, the money has been invested for this purpose by the parents, teachers have been engaged for instructing the scholars; but though the machinery is complete in all its parts, the learners are not in the school-rooms. The financial loss, though it is not inconsiderable, is only the least part of the actual loss sustained by the people on account of the small daily average attendance of the scholars. Much more attention is required from trustees, inspectors, teachers and parents, in order to secure the average attendance which has been obtained, without much difficulty, in other English-speaking communities. It is not at all creditable to us, that our wealthy and populous Province of Ontario should be so far behind other countries existing under similar conditions, in this essential requisite of prosperous school-keeping.

Having thus briefly, but as well as may be, considered the scholars and their attendance at school, let us look at the teachers; as respects their (a) literary attainments; (b) experience in teaching; (c) length of service. It is quite unnecessary for me to state what are the conditions, both as regards literary attainments and experience gained in teaching, in order to obtain the certificates of the various grades; all these I may safely assume are well known to you. In the public elementary schools, there are 6,928 teachers engaged. By the last annual report of the Minister of Education they are classified as follows:—Number of teachers holding third class certificates, 4,346; number holding second class certificates, 2,059, and number holding first class, 523: that is, the

percentages of third, second, and first classes, respectively, are sixty-three, twenty-nine, and eight. You will observe, no distinction is made between County Board certificates and those issued by the Minister upon the recommendation of the Central Committee of Examiners, nor is the number of those holding permits only excluded from the third class. It is not satisfactory to observe that the number of those holding the lowest grade of certificate is continually increasing. Every legitimate facility and inducement should be afforded to teachers to improve the grade of their certificates, and to continue without interruption in the profession. To secure these worthy ends, the providing of residences for teachers would be of special value, as enabling a most desirable class to remain in the service, and not only so, but the tendency of such wise and fitting provision would be the lessening of the too frequent change of masters, which in the best interests of the country we all regret so much. I found it impossible to obtain any reliable information as to the average length of service of teachers in Ontario; I suspect it is comparatively very short. Some statistics can be given as to the longest period of service. Examining the list of those who are receiving the allowance from the superannuation fund, I find the following figures bearing upon the ages and length of service in Ontario of the recipients. Five consecutive years were taken. The average ages were 65, 65, 64, 63, 63; average length of services in Ontario was respectively for the same years, 22. From this it is manifest, either that these men began to teach somewhat late in life, or that they had taught for years somewhere else. The professional life should at the very least be fifty per cent. more. A man is only at his best as a teacher between the ages of forty and sixty or sixty-five.

We meet our scholars day in day out during the school year. What is our object? What have we in view in so far as we consciously set a definite aim before us? Is it simply to pass the time or to get a piece of bread? or to make keeping school a basis of operation for gathering money in all possible ways, by taking advantage of the legal holidays for outside business rather than, as designed by law, for repairment of energies and increase of knowledge? Must we confess that amongst the 7,000 teachers of Ontario there are some who put a noble profession to an ignoble use? Is it our aim only to give instruction in the representative subjects of reading, writing, and arithmetic? We know that there are some able and zealous teachers, who devote their energies to this duty, and consider it to be the whole function of the schoolmaster. But is this so? Do we meet our whole obligation when we turn out boys and girls good readers, writers of a fair hand, and good at ciphering, expert at telling the location of different countries, etc., etc.? I ask each teacher who has given the question any thought, if he feels satisfied in his own mind that he has done his duty by the boys and girls of his school when he has dealt only with the intellectual part of their being?

Assuredly, I feel certain that I voice only the mature judgment of our efficient and zealous teachers when I give emphatically the answer No to the above question. Here I insert an advertisement which appeared in the public prints not many months since:—"A boy wanted; the boy that is wanted must be active, intelligent, cleanly in his habits, quick to learn, obedient, truthful, and, above all, must be honest." This advertisement clearly reminds us teachers that while we are to attend to the cultivation of the intellectual faculties, we are by no means to forget that if our boys are to

fill the places where boys are wanted, we must with the utmost care develop, nurture, and strengthen good character. The conduct of a man, not his attainments, most concerns his fellows with whom he lives, and the nation of which he is a citizen. Many a man is honourable, faithful, and highly esteemed by those amongst whom he moves without being what is called educated. And, indeed, daily experience unmistakably shows us that a cultivated intelligence is often degraded to the worst purposes. It is therefore our deliberate aim, while giving the most earnest attention to the representative branches referred to above, also, with equal care at least, to attend discreetly and with unflinching zeal to the instruction of our scholars as to their moral obligations and duties. The training of a child should aim at the development of his whole nature, moral and religious, as well as intellectual. The being is one and indivisible; we should not attempt to split it.

Cleanliness of person, purity of manners, truth, honesty, kindness, respect for the rights of others, forbearance, carefulness, thrift, love and obedience to parents and teachers, are of great importance, and the earnest, conscientious teacher will never have them out of view. Also, the first faint appearance of good intentions will be eagerly watched for and carefully tended, and obedience to an enlightened conscience insisted upon as the hidden spring of all right action. To do this is to claim for our noble work its rightful place, to hallow it with the special care and sanction of the Master of Assemblies. Verily I declare unto you, brethren, that, if I had the consciousness that my work in the school-room was limited by this life and the results of this life only, the very spring of action and endurance would be removed. That I am accomplishing a purpose, doing a special work—how imperfectly the

Master only knows. Faith is the sheet anchor by which I meet all discouragement and all disappointment, and at the same time from which I derive power to continue at the work rejoicingly. And who are they that would rob you and me of this, the source of our continuance and power in our chosen profession, the most important of callings? Every good school is more than a place for the acquirement of knowledge. It should serve as a discipline for the orderly performance of work all through life, it should set up a high standard of method and punctuality, should train to habits of organized and steadfast effort. It should be, in miniature, an image of the mighty world. And education must ever keep in view the great principle that its highest object is the mental, moral, and religious elevation of the scholar, the evolution of all that is best and noblest in his powers and character. It must aim at the highest possibilities, or its results will be failure. It must not be regarded as simply ministering to our selfish ends. Here I quote the opinions of two men, whose words, I doubt not, will have much weight with us. The first is that of a scientist, an earnest and successful student, an accomplished educator, Principal Dawson, of McGill University: "No education worthy of the name can overlook the religious instinct of man. It will be a fatal mistake in our science teaching if it runs counter to spiritual truths and interests. The teaching of non-religious men is cold and repulsive. The æsthetic and moral relations of nature are lost sight of. But so long as common sense remains to man, it is impossible that monism and agnosticism can be the doctrine of more than a very few eccentric minds." The other is that of our respected and much regretted Chief Superintendent of Education, the late Rev. Dr. Ryerson: "There are many religious per-

sons who think the day schools, like the farm fields, is the place for secular work, the religious exercises of the workers being performed in the one case as in the other in the home habitation, and not in the field of labour. But as Christian principles and morals are the foundation of all that is most noble in man, as well as most prosperous in a country, it is gratifying to see the public schools avowedly impregnated with these to so great an extent, thus tending to build up a comprehensive system of Christian education."

The case being so, how are we to realize this the highest function of our life work? I know of no way, and the world has not yet discovered, nor is it likely to discover, any other way but by Scripture reading and teaching of Bible precept. You will not misunderstand me, I do not ascribe any talismanic power *per se* to the reading of the Scriptures. I do recognize in the Bible a Divine gift to man for his safe guidance in this world of disappointments and triumphs. By religious and moral education I understand, not merely a set of Bible or religious lessons, or the regular and constant repetition in season and out of season of pious phrases, but the hourly training which is carried on in every lesson of the day. It should control every act. It is the constant, though often the inexpressed and scarcely conscious, reference of the conduct to the highest motives that the scholar may become self-reliant, and may be fitted to guide himself aright amidst the dangers and temptations which hourly beset his path of life. It is, in short, the preparation for the performance of the duties of this life in the light of the life hereafter. Nevertheless, though this is the case, I hold Bible reading, in our Public Schools, to be of prime importance, not for the teaching of doctrine, but for the teaching and emphasizing reverently of the great truths of our common Christi-

anity. In the achieving of this glorious purpose, I do not believe any serious obstacle would be encountered from any enlightened and truly patriotic citizen. What is required is just to do it.

In the city of London, England, this is carried out most successfully. I cite the example of the city of London, not because it is done better there than in other parts of Great Britain, but because the school population is nearly the same as in the Province of Ontario, and because what is done there seems to me quite practicable in Canada, at least in Ontario. Prizes are given annually to the scholars attending the London Board Schools, through the liberality of Mr. Peck, and also through that of the Religious Tract Society. For these prizes all the pupils, who are willing, are examined each year on portions of Scripture selected the previous year. For the year 1882 the number of school children whose names appeared on the school roll for the city of London, at the date of the last examination for Scripture prizes, was 203,001. Of this number 158,134 were examined in the selected portions of Scripture for that year. "When it is borne in mind," says the Chairman of the School Board, "that all the infants, except one standard, are excluded, it will be seen that practically all the children in attendance were examined." Why should we not have a similar record for our Province? I take it, ladies and gentlemen, that this question of Scripture knowledge, moral and religious education, is the vital question for Ontario, yea, for the whole Dominion, in this and all succeeding generations.

"Who loves and lifts his fellowman,
He is the saint;
He walks with God who works for man;
Who in restraint
Holds passions close, and folly scorns,
His nights are clean and sweet his morns;
God his pure brow with peace adorns,
And crowns the saint."

Herewith I append the questions set the scholars at the last examination for Scripture prizes for the city of London, Eng. :—

Standard 4.

1. Write in the words of Exod. xx. God's commands against idolatrous worship.
2. In what respect was Moses fitted to be the leader of the Israelites?
3. Give in St. Paul's words to the Ephesians, the duties of parents and children, of masters and servants.
4. Give instances, from the Acts, of St. Peter's zeal in preaching the Gospel.
5. How did Christ say that all men should know who were His disciples?
6. "Render to Cæsar the things that are Cæsar's, and unto God the things that are God's." Under what circumstances did Christ use these words?
7. Give three texts in which Christ is spoken of as "light."
8. In what way did our Lord teach—(1) Truthfulness in word and act, and (2) just dealing one with another?

Standard 5.

1. What does St. Paul say about—(a) Anger? (b) Evil talk? (c) Kindness one to another? And what does St. James say of "pure religion and undefiled"?
2. "Man looketh on the outward appearance, but the Lord looketh on the heart." To whom and on what occasion were these words said? Give from the Bible any other instance in which they are applicable.

3. Write a short account of Absalom's rebellion against his father.

4. Write down what you remember of the Parable of the Seed growing secretly. How do you explain it?

5. In what sense did Jesus call himself
(a) The bread of life? (b) The light of the world? (c) The keeper of the sheep? (d) The true vine?

6. For what good deeds are the following persons commended in the Acts of the Apostles? Write a full account of one of them:—Dorcas, Cornelius, Barnabas.

Standards 6, 7, and upwards.

1. "It is enough: now, O Lord, take away my life; for I am not better than my fathers." By whom, and when, were these words uttered? Relate what took place immediately afterwards.

2. What does St. Paul say about—(a) Anger? (b) Evil talk? (c) Kindness one to another? And what does St. James say of "pure religion and undefiled"?

3. Write out the substance of the Parable of the wicked husbandman, and give its application.

4. "Doth our law judge any man before it hear him, and know what he doeth?" On what occasion and by whom was this question asked? What answer was given?

5. Write a short account of St. Paul's journey to Rome.

6. St. Paul says to the elders of Ephesus, "The Holy Ghost witnesseth in every city, saying that bonds and afflictions abide with me." Show from one or two incidents in his travels that this was so.

THE ADMINISTRATION OF OUR EDUCATIONAL AFFAIRS.

BY J. E. BRYANT, M.A., PRINCIPAL COLL. INST., GALT.

(From Report of Toronto "Mail.")

"THE advisability of a change in the administration of the school law by the appointment of a chief superintendent and a Council of Public Instruction, in lieu of a Minister of Education." He said that if anyone thought our educational affairs could be managed by a system free from objection, he ventured to submit that that person had not fully

considered the question. That the present method of administration was very faulty he had not the slightest doubt; that it had some advantages which any substitute for it would lack, he did not doubt either; but the plan of administration which he would propose for their consideration, although not a perfect solution of the educational problem, would, he hoped, be

admitted by them to be so much less objectionable as to warrant its adoption, in principle at least, if not in all its details. From the autumn of 1844 to the beginning of 1876, at the head of the school system of the province was an executive officer styled the Superintendent of Education. It was not too much to say that Dr. Ryerson founded the system which he administered; that he planted the tree which he afterwards watched and tended till all might enjoy its blossoming and partake of its fruit. This system was essentially the work of one man's hands, and necessarily so. The country was new, its resources undeveloped, and the people were engrossed in constructing out of its material wealth homes for themselves and children. Just as the fabric of its political constitution was designed by one discerning mind its educational system was planned and built, adapted to the growing and changing needs of the country, and made more efficient, by the skill and wisdom of Dr. Ryerson. The paper then proceeded to refer to the Council of Public Instruction organized in 1846, and re-constituted in 1874. During one year of active work much good was done. It then became known that the chief superintendent was advising the Government to take the administration of the Department into their own hands by the appointment of a Minister, and this proved to be the case, for in February, 1876, the Minister was appointed. When he entered office he found himself vested with powers and responsibilities such as belonged to no other member of the public service of the province, if indeed, of the Dominion. Possessing no special training for his position and no intimacy with its concerns he had to exercise all the executive authority which during thirty years' service the energetic head of the Department had become possessed of, and

all the advisory and legislative power which the experience of the past two years had shown to be sufficient to utilize the judgment and wisdom of fifteen or eighteen gentlemen. Was it any wonder then that he found himself not equal to this position? As a lawyer he could comprehend and interpret the laws relating to public instruction. As a business man he could direct the working of the departmental officers; but the mechanism of the system, outside his own office, was something beyond his knowledge and attainment. He took steps to avail himself of the advice of the Committee then existing, consisting of the three High School Inspectors and one other. Immediately after accepting office two Public School Inspectors were added, and later on in the year two other Inspectors. The purely arbitrary appointment of this Committee provoked unmeasured hostile criticism, its constitution being anomalous and its authority really irresponsible. It was also unfortunate that the same men should be required to act in such distinct capacities as the examiners of candidates and the counsellors of the Minister. The unsatisfactoriness and the absurdity of the existing state of affairs soon became manifest—to the Minister, who began to realize that his power was really absolute, his knowledge greater, and his means of obtaining information not necessarily confined to one set of men, and to the members of the Committee themselves, who saw that while the public held them responsible for every regulation relating to educational economy, they in truth were having but little real authority in the matter, every finding of theirs being subject to the revision of one whose will was absolute, and, as it was sometimes thought, capricious. Other changes in the constitution of the Committee took place until it reached its present

organization. It was a perfectly legal body, appointed by virtue of a statute, and as long as it was employed in examining candidates it was exercising legitimate functions. By an Order-in-Council, of January, 1882, it was made a board of reference and consultation to which the Minister might refer all matters of an educational nature; but he did not, however, by this order agree to bind himself, nor in practice did it seem that he intended to bind himself, by any of its findings. It was this use to which the Committee was put, not contemplated by the statute that authorised its existence, which had been objected to all along, and which raised such a storm of opposition against the Committee of 1876. This use, he contended, was illegal, misleading, unfair to the great body of educators in the province, and derogatory to the dignity itself. It covered up an arbitrary authority on the part of one who by reason of his position could not be acquainted with the details of the system which he manipulated, with the understood endorsement of a body of educational experts. He (Mr. Bryant) disclaimed any attack upon the Minister himself. He criticised the faulty system over which the Minister found himself placed, and which forced him to act irresponsibly and unadvisedly. If this Committee were to have any real consultative authority, it should have the power of coming to final decisions upon all matters referred to it, and should be responsible in some way or other for these decisions to the public. It should not be subjected to the indignity of giving the weight of its wisdom and its experience to a decision, only to see its advice rejected for that of others. After carefully considering the subject, he (Mr. Bryant) could not believe that the present system of administering the school law by a party chief was the best system that

could be found. It necessitated every few years the placing at the head of the educational system—a system so complex that none but a trained expert could understand it—one whose political eminence precluded the possibility of his being such an educational expert. It necessitated the support of the acts of this gentleman as a matter of course by his political party friends and the public journals which favoured the Administration to which he belonged, as also the hostile criticism and oftentimes downright condemnation of these same acts by his political opponents. It necessitated the erection and continuance of a perfectly irresponsible and arbitrary authority over our educational system, or else the bringing of every petty regulation in regard to the internal economy of the school system to the arbitrament of a direct party vote in the Legislature. It necessitated the Minister in making a choice of suitable occupants for positions of emolument within his gift—positions requiring professional reputation, experience, and judgment in their incumbents—to be submitted to all sorts of party wirepulling and intrigue; and it inflicted upon successful candidates for such positions, who perhaps were perfectly guiltless of any such unworthy canvassing, the stigma of party servility. It tended to create in the public mind a suspicion that in the authorization of certain text-books rather than others the Minister was guided by the political faith and allegiance of the authors and publishers rather than by the suitability of the books authorized. It tended to create, too, the suspicion that political influence was a weightier argument to convince the Ministers' judgment than principle or reasonableness. It gave to party journals an opportunity to magnify every little act of Ministerial common sense and judgment into a matter of

supremie and unequal beneficence ; or on the other hand, to distort every little Departmental delinquency into an enormous offence against liberty, morality, economy, or what not. It made of our educational system, which it should be the highest care of our wisest statesmen of all political parties to cherish and protect, a tilting-post to be thrust at by any party-writer or speaker. By the inevitable lack on the part of the Minister of a practical acquaintance with the working of the laws and regulations which he administered, it made him dependent upon the advice of others, and this being obtained from whatever quarter he chose it might or might not be disinterested, prudent, and well-considered, and so was most likely to be inharmonious with other acts and regulations previously authorized, and thus created dissatisfaction and distrust. He feared that every charge which he had expressed in general terms had been illustrated again and again in the experience of the past seven years. He feared that in spite of ourselves we were beginning to feel that a political interest was at least a considerable element in professional preferment. If they examined carefully the regulations of the Department which had been issued for some years past he thought they would find that they bore those marks of heterogeneous origin, inharmonious relationship, and frequently immature concoction, which he had stated must result from the institution of an executive political head practically unacquainted with what he dealt with, and forced to have recourse to irresponsible and arbitrarily appointed advisers. Mr. Bryant then briefly detailed a scheme

which while he admitted was not entirely free from objection, still he thought would be far less objectionable than the present system. A Chief Superintendent to be appointed whose powers should be very much the same as those of the late Superintendent after the Act of 1874, who should be essentially an executive officer to administer the school system in accordance with the Acts of the Legislature and the decisions of the Council of Public Instruction. The Council of Public Instruction should consist of:—1. The Chief Superintendent ; 2. The Provincial Secretary for the time being ; 3. One High School Inspector who should retire annually ; 4. Two representatives of the High School masters ; 5. Two representatives of the Public School inspectors ; 6. Two representatives of the teaching profession in general ; 7. The president of the Provincial Teachers' Association ; 8. A representative of the University of Toronto, one of each University of the Province, and one of each College affiliated with the University of Toronto ; 9. Six appointees of the Lieutenant-Governor-in-Council. This Council upon its organization could divide itself into committees such as follows :—On text-books, on the Public School programme, on the High School programme, on certificates and examinations, on the Normal Schools, on the distribution of the High School fund, on nominations for office, on legislation, etc. To those committees every matter coming under these heads should be relegated. But a body of earnest and intelligent men such as would be chosen would soon find means of making its service to the public as useful and efficient as possible.

"ONLY A CLOD."*

BY D. F. H. WILKINS, B.A., BAC. APP. SCI., MATHEMATICAL AND SCIENCE
MASTER, MOUNT FOREST.

WANDERING, it may be, on some bright day of Spring or Summer, along a country road, we have crushed or kicked aside some brown clay heap. Looking from an elevated position over some glorious panorama of hill and dale, especially in Autumn, we have noticed many a field heavy with brown clods of clay. To-day I ask you to consider briefly these unsightly clods, from which we have often turned away in indifference. Long ago a learned theologian said, "A clod, a pebble, or a liquid drop might be"—*i. e.*, might be of itself. Had he lived in our day that sentence would never have been written. Science has undeceived us in this respect, and has shown us that even the humble, despised clod of clay has its history and manifold uses; that it bears the stamp of Divine workmanship as much as the gem, the flower, or man himself. Science has here brought home to us with more force than ever the Divine assertion to St. Peter on the housetop, "what God hath made (to slightly alter the sacred text) that call not thou common or unclean."

1. First, let us regard its history. Tracing yonder clay-clod back a few thousand years, let us see the fields and roads, the villages and towns, and forests of to-day covered by the blue sea with its gracefully curving shores, its lovely bays, and sandy beach. Let us enter one of the sheltered bays and see some muddy stream debouching there. Let us observe the mud slowly sinking through the crystal water and the clay being

formed, layer upon layer. So the work goes on, now slowly now rapidly, each layer hardening by the pressure of those above it, till our bay is either "silted up," or its body has been pushed bodily above the water and has become dry land. Thus grow our fields, thus to-day under many an inlet of old ocean, and under many a bay and lakelet, are fields of the future forming. But, you ask, whence the mud, in the stream of which you have spoken? Let us follow our stream up to its source in the far-distant hills, and note as we ascend the river ceaselessly cutting its banks and carrying them away. Notice that from mouth to source, on all sides, rocks and stones are "weathering" into the soil; that air, frost, rain, snow, the humble lichen and the lowly moss, as well as the lofty tree, are slowly but surely reducing alike the pebble and the hill-summit, the lowland and the rocky ledge. Anon the storms will wash these weathered soils into the rills, the rills into the rivulets, the rivulets into the river, the river into the sea. True, the over-laden current may part with some of its burden; some clay and sand may line its bed; yet a great portion will reach either lake or inlet of sea, lake or ocean, and there slowly sink to rest. Yet again, you may reasonably ask, whence the rocks of which you have spoken? And, I answer that throughout all time, since the first morning of the third great Creative Age, the story will be the same as that told above. The flux and reflux, ebb and flow, are indefinitely the same. Birth, growth, change, maturity, decay, death; these

* An address delivered to the pupils of the High School, Mount Forest.

are the six unalterable facts in the universe of God. Such then, in a few words, is the history of our clay. Weathered from hill side or summit of cliff, mayhap from some brilliant, gem-like, crystalline rock, from dull slate or duller shale; ground off by ice or weathered by the ceaseless action of sun, rain, frost, carbon di-oxide gas; carried into solution, or held in suspension by water in rivulet and river; deposited in river, lake or ocean; finally upheaved to the light of day, with or without having been hardened into rock, to be again submitted to sun, rain, and frost.

2. Secondly, the clay-clod has not only a wonderful history; it forces itself on our notice on account of its many uses.

(a) Every bushel of wheat threshed, every barrel of flour, every loaf of bread, every pound of meat or basket of fruit; all these owe their existence in large measure to the humble clod of clay. We all know how the producing power of soil depends largely upon its percentage of clay. We know that while all clay and no sand makes too heavy a soil, all sand and no clay is even worse. Destitute of coherence as sand is, agriculturally poor, liable to be blown about by every changing wind, a purely sandy country is ever avoided by the thrifty farmer. Not but that sand has its uses, and great ones, too; still without clay our agriculture and, therefore, our manufactures, could not be what they are.

(b) But the clod of clay interests us chemically. The heavy massive clays of our country, after being weathered for a season, when kneaded and divided, mixed with a due proportion of sand, cut into proper shape and baked—but why need I go on? The despised clods of the valley support our roofs by forming our walls, and as tiles they form our floors. As drain-tiles they drain our fields; as

pottery they are indispensable in every house. Even the delicate "egg-shell" porcelain is but baked clay; clay of the purest quality, it is true, and mixed with finely-ground quartz, but clay nevertheless. Again, few of us may remember that from clay is formed the beautiful crystalline alum. Yet, if a clod of brown clay is boiled with sulphuric acid in a leaden vessel, the solution poured off and allowed to cool, and another salt known as ammonium sulphate be added, the alum crystals fall one by one. Among the many uses of alum is the important one of "fixing" otherwise "fugitive" dyes used in colouring our cloth. How many think that the lowly clod thus serves to fix the "fast" colours of our clothing? Now, let us dissolve our alum crystals in water and add ammonia, when a white, jelly-like substance, known as alumina, falls down: this substance, soft, jelly-like and white, is the same as the blood-red ruby and the brilliant blue sapphire, and as the hard, dull emery-powder of our workshops. From this same white jelly can be prepared a white, soft, silvery-looking metal—aluminium—a metal upon which we are learning more and more to depend. Recently such improvements in its manufacture have been made that "aluminium bronze"—a bronze containing one-tenth its weight of aluminium—bids fair to drive out of the market all other cheap substitutes for the precious metals. One more instance: If we place common clay with water and some chemicals in a cast-iron pot, carefully screw down the lid, heat it to redness and allow it to cool slowly, we find when the pot is opened the clay changed into brilliant gems equal to, and chemically identical with, any from mine or mountain.

But beyond what I have said, there are two great lessons taught us by the clay clod. One is that since

earth's high places cannot be filled by all, that since only a few can reach the summit, that since a large percentage of us must remain, as it were, mere clods of clay; therefore our usefulness is not gone. Even as the clod of clay forms the soil of our fields, the walls and floors of our houses, the pottery, stoneware and china for our use, the alum, the "mordant," the alumina, the aluminium, so the chance for usefulness in this life must come to us all. But even though it never come in this life, yet, as the gem glittering on the brow, or at the throat of beauty, is but the transformed clay of Pre-Laurentian Time,—so it may be the Divine Will and purpose to transform the meanest and poorest of us into brilliant gems hereafter. Here we may be obscured, trodden upon, or thrown on one side as useless; there, amid the realities of eternity, in the "life to come," the transformation may be accomplished, by what means God Himself knows best. Meantime, let us be content to do fully and cheerfully our duty, in whatever sphere we are placed, and leave the rest to God.

Closely connected with this thought is the second lesson, taught to St. Peter upon the housetop, that there is nothing common or unclean in the universe of God, and that Divine laws and plans can be traced, however faintly, in all things around us, and although we may despise them, yet the "very stones cry out." This permit me to illustrate by a short story, entitled, "The Cottage by the Cathedral." A young girl, a cripple, lay dying in a little wooden cottage, hard by one of those wonderful cathedrals which have defied the ravages of time, within whose walls have been celebrated for centuries, the daily offering of the Holy Eucharist, and the daily service of praise and prayer, which walls have echoed

and re-echoed with the grand old Gregorian music and the imperishable compositions of the great masters. Her one great wish was to be carried therein, and to join priests, white-robed choir, and vast congregation in the worship of God. One Christmas she had particularly desired that this should be done; but finding her too weak, her father promised to take her at Easter. Ere Easter came, however, she had faced the great mystery, and had entered into another cathedral—the Paradise of God. While slowly passing away, however, she had learned that this great earth, the blue sky, the golden sun, the green trees, the cities, cathedrals, lakes and rivers, and to these I add the laws and facts of science, literature and art, were but as her own humble room beside the great stone edifice. Even so, I add that as the Gregorian music floated out through the many-coloured windows of the cathedral, through the little windows of the room gladdening and cheering the heart of the dying one; so the great plan of the universe, of which we are units, flows out gladdeningly and cheerfully to us from the great Arcanum of God.

[NOTE.—The reader who is acquainted with geology will observe that I have made no mention of the growth and formation of our calcareous rocks. Although many of our clays are calcareous, notably the Erie clay, I desired as little as possible to complicate the subject, and to refer only to mechanically formed, argillaceous sediments. It will be found, too, that I have hardly mentioned the part taken by glaciers in the formation of rocks. I have done so advisedly. If any one will read the admirable papers upon "the Mechanics of Glaciers, and the Formation of Northern Lakes," by the Rev. A. E. Irwine, in the Quarterly Journal of the Geological Society, November, 1883; if he will also read the equally admir-

able papers prepared by Dr. Spencer, favourably known as sometime Science Master in the Collegiate Institute at Hamilton, Ont., and since Professor of Natural Science at King's College, Windsor, N.S.,—the said papers treating upon "the Pre-glacial Drainage of Ontario," to say nothing of the more extended arguments of Principal Dawson, Prof. Hind, late of Dalhousie College. N.S., and others ;

he will see that the glacier has been credited with far too much power of erosion. With all due respect to the researches of Forbes and Agassiz ; allowing all weight to the authority of Professors Ramsay, Geikie, and others of the British Islands, and to Professors Dana and Newberry of America—"much yet remains unsung," and the question of glacier erosion is far from being a settled one.]

FASHIONABLE ENGLISH—II.

BY DUDLEY ERRINGTON.

(Continued from page 261.)

THE style oratorical first prominently introduced by Lord Macaulay in his critical essays has been, and is, imitated *ad nauseam* by writers of the present day. It is intended to be forcible, but is only forcibly-feeble at the best. When an orator, in the height of his argument or his passion, omits his adjective and stops the flow of his words to supply it, as in the phrase, "It has been *said*, and *excellently well said*," he is perfectly justified in strengthening his meaning by an afterthought, even though it lead to a surplusage of words ; but when a writer, who can supply the missing epithet in its proper place by a stroke of the pen in the manuscript, writes as if he were making a speech, the mannerism, if too often repeated, becomes painful to the reader. Thus, when the *Standard*, May 10, 1882, writes, "Though direct proof may as yet be wanting, the vast majority of the English people *will believe, and rightly believe*, that the Phoenix Park victims were butchered with American knives, and their murderers paid with American gold,"

the two *believes* are neither necessary nor in good taste ; and "the English people will rightly believe" would be better than "*believe and rightly believe*."

The *Freeman's Journal* on the same subject has, "Ireland would welcome with a sense of profound relief the appointment to the chief secretaryship of any English politician except Mr. Forster, because it would be *assumed, and naturally assumed*, that the appointment of Mr. Forster means a return in a more intense form to the policy of coercion." Why the repetition of *assumed* ? and does the repetition add either to the sense or the elegance of the phrase ?

The *Pall Mall Gazette* possesses a writer or writers with whom this mannerism appears to be a favourite. Thus, on November 1, 1882, we find in its columns, "The usually sympathetic majority of disappointed citizens have *revolted*, and successfully *revolted*." On October 26, 1882, it has, "The constituency will *conclude*, and properly *conclude*." On September 20, 1882, the same journal has two examples of this affectation, "Who

do not *prepare*, and carefully *prepare*." and "Which are all *items*, and important *items*." The *Standard* offends in the same manner, "Everything obliges us to *assume*, and to *assume with much confidence*:" and "We say it, and say it advisedly." So also the *Morning Advertiser* of November 1, 1882, has, "They *think*, and *rightly think*, the question of procedure one which especially concerns the dignity of the House of Commons." The *Daily Telegraph*, November 6, 1882, in expatiating on the beauties and amenities of Hampstead Heath as a recreation ground for London, says that the neighbouring inhabitants "*thought*, and very *properly thought*, that cricket ought not to be forbidden."

Exaggeration, or attempted intensification of language, especially in the use of epithets, is one of the colloquial or literary vices of the age, and is by no means peculiar to the newspapers. If a thing is very good, or exceedingly good, it is not sufficient to say so in simple terms. *Very*, is but a weak word in the requirements of modern times, which insist on the stronger epithets of awfully, or dreadfully, to express a becoming sense of the charms either of beauty, health, wealth, or mirth. Awfully handsome, awfully well, awfully rich, or awfully funny, are common colloquialisms. Then "awfully" is varied *ad libitum* by dreadfully, or even by excruciatingly. A very funny farce would be but a poor thing in the parlance of to-day, and must be described as "*screamingly funny*," if it were expected to be acceptable to the jaded frequenters of any modern theatre. To burst into tears is no longer a permissible phrase in the language of novelists, nothing less than a flood or a deluge of tears will suffice for their exigencies; while to be applauded, signifies nothing unless the recipient of the public favour be applauded "to the skies."

The introduction of new words into the language, or the formation of new words upon the old Greek and Latin basis, is no difficult process. The difficulty lies in procuring their acceptance. It is almost impossible to force them into favour or into general use if prematurely or unnecessarily compounded. In the "New World of Words," 1678, by Edward Phillips, which borrowed its title from a previous work by Florio, "The World of Words," there is inserted by way of appendix a list of two hundred and forty words, which he declared "to be formed of such affected words from the Latin and Greek as are either to be used warily, and upon occasion only, or totally to be rejected as barbarous, or illegally compounded and derived." Of these prohibited or partially prohibited words, only eleven have made good their footing in the language during more than two centuries. These eleven, which in our day could not well be dispensed with, and to which it seems strange that any one could ever have objected, are "autograph, aurist, bibliograph, circumstantiate, evangelize, ferocious, holograph, inimical, misanthropist, misogynist, and syllogize." Possibly, during the next two centuries, a few more of the strange words collected by Phillips may force their way into colloquial or literary favour; but there seems to be little chance of the adoption of the greater part of them, such as *fallaciloquent*, speaking deceitfully or fallaciously; *flocification*, setting at nought; *homodox*, of the same opinion; *lubidinity*, obscenity; *mauricide*, a mouse-killer; *nugipolyloquous*, speaking much about trifles; *spurcical*, obscene; *vulpinarity*, fox-like cunning; and *alpicide*, a mole-catcher, and others equally egregious. It is to be remarked that very many of the words which met with his approval, and found a place in his "World of Words," have died out, and are wholly unintelligible to the present genera-

tion. Who, for instance, could divine that *Perre-urigh* meant adorned with precious stones or pierreries? or even guess at the signification of *passundation*?

Of late years, especially since the abolition of what were called the taxes on knowledge, viz., the excise duty on paper and the newspaper stamp, and the consequent establishment of the penny press, many new words have been introduced by the rapid and careless, and also by the semi-educated penmen who cater for the daily and weekly press. A number of old English words—current in the United States—have been reintroduced into England with the gloss of apparent novelty, but also with the unmistakable stamp of vulgarity broadly impressed upon them. And not alone in the press, but in society. Men of education, some of them moving in high or the highest circles, have condescended to repeat in their daily or customary conversation the language of costermongers and of grooms and jockeys, and to use it as if it were good English. The basest slang of the streets is but too frequently heard among educated people, who ought to know better than to use it, and has invaded the forum and the senate—if it have not yet penetrated into the pulpit. "Bloke," "duffer," and "cad" are words familiar to aristocratic lips. "Who is that awfully fine filly?" says Fitz-Noodle to his companion at an evening party; "she's dreadfully nicely groomed!" As if the fine girl had just been trotted out of the stable, after a careful curry-combing, or rubbing down. Even ladies—but fortunately not gentlewomen—have caught the contagion of vulgarity from their husbands, lovers, or brothers, and defiled their fair lips with what is called fast language, and with words which, if they only knew their meaning and origin, they might blush

to pronounce—if blushing were still in fashion.

Though new words, however unobjectionable in their origin, are slow to find favour, they are destined to live hereafter in the language if they express meanings or shades of meanings better or more tersely than the pre-existing terms or combinations. Of five among such useful neologisms that have all but established themselves—namely *folk-lore*, *outcome*, *funster*, *criticaster*, and *disacquainted*, only the first has as yet been admitted to the honours of the dictionary. *Outcome* is in constant use, so constant that it threatens, though without occasion, to supersede entirely its more ancient synonyms, "result" and "issue." *Criticaster* is as legitimate a word as poetaster, and is much needed for the proper designation of the little presumptuous and often ignorant pretenders to literature and art, who sit in judgment upon their betters, and squeak their praise—and more often their dispraise—through the penny trumpets of the time. *Funster*—founded on the same principle as the recognized word punster—is a clear gain to the language, and is much better than "wag," "joker," or "funnyman," with which it is synonymous. To say that we are *disacquainted* with a person, to whom we were formerly more or less known, is a better locution than to say that we have "dropped his acquaintance," and will doubtless make good its footing. It is not exactly a new word, but a revival of one that has been obsolete during two or three centuries.

It is doubtful whether the word *endorse*, borrowed from the language of commerce, and originally signifying to write one's name on the back of a bill of exchange, is a gain to the language, in the sense in which in our day it is too commonly employed. I *endorse* that statement, I *endorse* that opinion, are not better than to say, I

agree in that opinion, or I confirm that statement, though perhaps more consistent with the train of thought among a "nation of shopkeepers."

The English language still waits for many new words—and will receive them as the time rolls on. Among the most urgent of them is a synonym for "wholesale" in the uncommercial sense. To speak of wholesale objections, wholesale robberies, or wholesale murders, is to employ a word that labours under the double disadvantage of inadequacy and vulgarity. The French phrase *en gros* is something, though not much better. It should be stated, however, that the English language is not alone in the abuse of this commercial word as applied to matters entirely non-commercial, and in no way pertaining to the shop. But doubtless if a word were coined for such an epithet as "wholesale murder," it would not be generally or even partially accepted. Many new words, or words long since obsolete in England, come back to us from the United States, that retain very many Shakespearian and sixteenth and seventeenth-century expressions that have long disappeared from the literary language of the nineteenth, and are gradually finding their way into currency mainly through the instrumentality of the newspapers. Of words entirely new to English proper, which have recently come into favour, are skedaddle, boss, ranche, bogus, caucus, and vamoose. Among political phrases, derived from the vernacular of wild and uncultivated territory, are *log-rolling*, *wire-pulling*, and *axe-grinding*; and of new combinations of old words, and of more or less justifiable innovations upon the old rules of grammatical construction, are to *collide*, instead of to come into collision; *burgle*, instead of to commit a burglary; and to *telescope*—applied to railway accidents when the force of a

collision causes the cars or carriages to run or fit into each other, like the lengthening and consequently shortening slides of a telescope. Of them, *collide* must be accepted as a clear gain; *burgle* will pass muster, among comic writers especially, and will doubtless, though wholly irregular, succeed in establishing itself—at first in jest, and afterwards in earnest; while "to telescope," in the sense in which it has lately become popular, is so useful in avoiding a periphrasis, and so picturesque besides, that it promises to become indispensable.

The American word "boss" supplies in some respects a deficiency or corrects an inaccuracy in its nearly synonymous word "master." The very free and haughtily independent American workman recognizes no "master" in his employer, but calls him his "boss," and thinks that "master" is a word only fit to be used by negroes in a state of slavery; which in their new state of freedom even the negroes are beginning to repudiate. A boss signifies not so much a "master" in the strict sense of the word, but an overseer, a director, a manager, and the verb to "boss" means to superintend, to manage, to control, or be responsible for the labour of the workmen and the proper completion of their work. The word has been partially adopted by the English newspapers, one of which informed its readers through the medium of its ubiquitous and omniscient London correspondent, that it was well known that Mr. Joseph Chamberlain, the president of the Board of Trade, "was the boss of the Birmingham Caucus." The *St. James's Gazette* of November 11, 1882, in an article on American politics, and the results upon the state of parties of the recent elections of State functionaries, and the pernicious system of exacting an annual contribution from any official, high or low, who owes

his place to the organization of either the new Republican or Democratic party, says: "Among the proximate causes of the reaction against the Republican party in America, the scandalous persistence of the leaders in keeping up the system of political assessments on public officers must be reckoned as the chief. The machine theory on the subject is simple enough. The office-holders owe their places to their party; therefore they ought to contribute from their pay to the campaign funds. Control of these funds gives the *bosses* their chief power. . . . The machine methods have failed this time. But that, the *bosses* will say to the reformers, is because you chose to be disgusted with them. You thwarted us, no doubt; but you have still to show that you can lead on the lines of purity, the masses that we controlled by corruption." "Boss" in this passage is correctly used as an American word for a purely American practice, though it is to be hoped neither the word nor the thing will ever become naturalized in this country. "Boss," or "to boss," was, according to some philologists, originally introduced into the New World by Irish or Scottish immigrants, from the Gaelic *bos*, the head. But this is erroneous. The word is derived from the Dutch settlers who first colonized New Amsterdam, first called New York by the English when the colony changed masters by coming into possession of the British government. *Baas* in the Dutch language signifies a master, or the foreman of a workshop. Perhaps even the English-speaking population of the States, if they had known that "boss" was no other than Dutch for master, might in their republican pride have repudiated the word and invented another.

The constant and rapidly increasing intercourse between Great Britain

and the United States, the growing influence and enterprise of American newspapers, and the consequent circulation in this country of the most important among them, together with the ample quotations which are made from them in the London and provincial press, tend, imperceptibly perhaps, but very effectually, to Americanize the style as well as the language of newspaper writers in this country, especially of those who do not stand in the foremost rank of scholarship. Fifty, or even forty, years ago what are called "leading articles" were much fewer and better written than they are now. One really good leading article was considered sufficient editorial comment for one day, but at the present time it seems to be a rule with all the principal journals of the metropolis to publish at least four such articles every morning, even though the subjects really worthy of comment do not amount to half the number. The provincial journals, too, often follow the unnecessary example, and instead of filling their columns with news, which their readers require, fill them with stale opinions and vapid commentaries which nobody cares about. So careless and slipshod, for the most part, is the style of these articles, that cultivated and busy men are often compelled to pass them over unread. A learned man, who filled the position of sub-editor to the *Morning Advertiser*, was, a few years ago, called to account by the committee of management, composed of licensed victuallers, for inserting a paragraph of news one day which had appeared in its columns on the day previous. The sub-editor denied the fact. The indignant committee thereupon produced the paragraph in question—which had been quoted and commented upon in a "leading" article—and asked for an explanation. "I never read the leading articles," replied the peccant sub-editor; "I

have too much regard for pure English to run the risk of contamination."

When, about forty years ago, Albany Fonblanque of the *Examiner*, John Black, Charles Buller, and W. J. Fox of the *Morning Chronicle*, with other now forgotten masters of style, who were both scholars and politicians, were connected with the daily press of the metropolis, the paucity as well as the purity of their contributions excited general attention and admiration; but in our day the very multiplicity of leading articles deprives them of the notice which they might otherwise receive. Not that the chief lights of our daily literature do anything to deteriorate or vulgarize the language. That unhappy task remains to the third-rate writers, who allow their slight stock of good English to be diluted with the inferior vernacular verbiage that reacts upon us from the United States, where the English of the farm, the workshop, or the counter is considered, with true republican equality, to be quite good enough for the senate, the pulpit, or the press. The evils of this ultra-plebeian style of writing are beginning to be felt in the United States themselves. A recent writer in the *Atlantic Monthly*, speaking of the press in that country, condemns in very forcible terms "its insidious blood-poisoning at the well of English undefiled;" "its malign infatuation for coarseness and slang;" "its corrupt and mongrel vocabulary;" "its vampire persistency;" and "its salacious flavouring of scandal." These are hard words, but it cannot be said that they are wholly unmerited.

But language always deteriorates when the morals of a people become depraved, when the growth of political corruption hardens the heart and dulls the conscience of a nation; when men, and worse still when

women, lose the feeling and the habit of reverence, and when the cynical sneer or the senseless ridicule of the high and low vulgar are fashionable. When honest love is designated as "spoons" and spoonies, when disinterested friendship which does not value friendship for its own priceless self, but for what real or supposed advantage it may bring to the person who pretends to feel it, is declared to be folly—the language in which such sentiments are uttered is already in course of putrefaction. And when the lives of the great multitude of men and women, and even of children, are wholly engrossed with the care and struggles necessary to surmount the difficulties and soften the hardships of merely animal existence, and when consequently little time or taste is left them for intellectual enjoyment or mutual improvement, the deterioration of language receives an impetus which gradually hastens the undesirable consummation of rendering the pure speech of our fathers or grandfathers unintelligible to their degenerate descendants.

A noble language leads necessarily to a noble literature, and these in indissoluble union are the grandest inheritances and most justifiable pride of a nation. Rome and Greece as powers in the world have passed away, but their language and literature remain the everlasting monuments of their departed glory. Our noble English language must of necessity receive modifications and accretions as the ages roll onwards. But our present and future writers, without rejecting the new words that are certain sooner or later to enrich or extend the language, should make it their duty and their pride to transmit unimpaired to posterity the splendid heritage which has been entrusted to their guardianship. The task is more difficult now than it was a hundred years ago. At that date the

contaminating influences were few and feeble. Now they are many and strong; but none the less, and all the greater, is the duty of all who can help to do so to keep, like Chaucer,

the "well of pure English undefiled;" let the defilement come whence it will, whether from the corruption of manners or the force of evil example.—*Gentleman's Magazine.*

A BOY'S BOOKS, THEN AND NOW.—XIV.

BY HENRY SCADDING, D.D., TORONTO.

(Continued from page 280.)

(c) *Ash.*

MY next specimen is the dictionary of John Ash, LL.D. This is a post-Johnsonian dictionary, but I will refer to it here, as it will be appropriate to make Johnson's the cap-sheaf of my stack of word-books. The copy of Ash before us is dated 1795, and is of the second edition. The Preface is dated 1775. The publishers are Vernon and Hood, Birchin Lane. Ash professes to have embraced in his two handy octavos, "all the appellatives or common words, whether radical, derivative or compound, obsolete, cant or provincial: all proper names of men and women, heathen gods and goddesses, heroes, princes, poets, historians, wise men, and philosophers of special note, whether ancient or modern; of all the principal kingdoms, cities, towns, seas and rivers in the known world, especially in Great Britain and Ireland; of beasts, birds, fishes, and insects; of trees, plants, herbs, minerals and fossils; the terms of art in chymistry, pharmacy, heraldry, divinity, mathematics, mechanics, manufactures and husbandry; the derivatives from the ancient, modern and learned languages, in which especial attention has been given to the mere English scholar, by a proper analysis and full explanation of the

originals." But he has not considered it expedient, he adds, "to rake into the mere cant of any professions, much less of gamesters, highwaymen, pickpockets, and gipsies." The circulation of such a dictionary as Ash's was very wide, as it supplied a want specially felt after the publication of Johnson's work, which was too bulky and costly for the generality of readers. Ash was in advance of Johnson. He admits, for example, "candor" as being the more common spelling. This was in 1775; though he gives "candour" likewise, which would be Johnson's mode. He drops the *k* off from such words as "physic." This he does, he says, "in conformity to modern usage and the originals: for it seems to me to be rather incongruous," he remarks, "to write musick from musica, especially as the *k* has been exploded by general consent from the derivatives musician and musical." He somewhat Quixotically contends for the omission of the apostrophe as a sign of the possessive case. "It was not in use," he asserts, "to distinguish the genitive case, until about the beginning of the present century; and then it seems to have been introduced by mistake. At that time it was supposed that the genitive had its origin from a contraction; as

John's book, for John his book. But that," he continues, "has been sufficiently exploded; and therefore the use of the apostrophe, especially in those instances where the pronunciation requires an additional syllable, is, I presume, quite indefensible. To write ox's, ass's, fox's, and at the same time pronounce it oxes, asses, foxes, is such a departure from the original formation, at least in writing, and such an inconsistent use of the apostrophe, as cannot perhaps be equalled in any other language. The genitive case in my opinion," Ash says, "might be much more properly formed by adding *s*, or when the pronunciation requires it, *es*, without an apostrophe, as men, mens; ox, oxes; horse, horses; ass, asses." This, he is aware, is the Anglo-Saxon genitive; but nevertheless he has thought it expedient in his dictionary to conform to a "late refinement and corrupt custom." He notices what he states to be an improper pronunciation in London: he says the *e* in *her*, has wrongly the sound of *u* in *cur*. He thinks it needful to remark that *e* should be pronounced long in hero, rebuild, refrain, adhesion, cohesion. He gives "lieftenant" as an incorrect spelling of "lieutenant." Chum, one who lodges in the same room, is from the Armoric *chom*, to live together. A chump is a thick, heavy piece of wood (our *chunk*, which has no existence). Slick is given as a provincial word for sleek, smooth. To whittle is to make white by cutting. Sled is from the Danish *slaed*, a sledge, or carriage drawn without wheels (our sleigh). He anticipates Webster in his objections to "cannot." "This seems to be a word," he remarks, "improperly, at least injudiciously, compounded, and to have nothing but barbarous custom to support it, for we never write maynot, willnot, can'stnot." Quebec is noticed as "the capital of New France in

North America, now subject to the English."

(*f*) *Walker*.—I take now another post-Johnsonian dictionary, "the Critical and Pronouncing Dictionary and Expositor of the English Language" of John Walker. My copy is a three-column one in quarto, dated in 1802, and then in the third edition. The first edition came out in 1791. The dictionaries that at present go by the name of Walker are very different from the original work. The quarto Walker is curious now as a repository of the pronunciations of our grandfathers and their predecessors for a generation or two back. These pronunciations, as being now for the most part obsolete, are of course eliminated from the modern Walkers. This lexicographer offers "rules to be observed not only by the natives of Scotland and Ireland and Wales, for avoiding their respective peculiarities, but by the natives of London also." He himself was a native and had been a teacher of elocution for many years in London and its neighbourhood; and his ear had been vexed with local accents and tones and vocalizations which he desired to set right. For, just as here in Canada we are more ready to note with disapproval deviations from the normal custom of speaking in an Englishman than in a Hibernian or Scot, so Walker is specially out of patience with Londoners when they transgress in this respect. "The inhabitants of London," he says, "have the disadvantage of being more disgraced by their peculiarities than any other people." He then points out their faults of pronouncing *w* for *v*, and *v* for *w*; not sounding *h* after *w* in such words as which, when; affixing *h* where it ought not to be affixed, and dropping it where it ought not to be dropped; pronouncing *e* like *u* in such words as *her*, *mercy*, and so on.

Thomas Sheridan, an Irishman,

father of Richard Brindsley Sheridan, had proposed himself as an authority for English orthoepy, in his "General Dictionary of the English Language," in two volumes quarto. Walker finds occasion to dissent from Sheridan frequently, as also he does now and then from Dr. Johnson too, especially in regard to giving the Latin accent to English words derived from Latin. "Were we to insist on this, the whole language would be metamorphosed," Walker says, "and we should neither pronounce English nor Latin, but a Babylonish dialect between both." For spelling sceptic with a *k*, Walker remarks on Johnson thus: "It may be observed perhaps in this, as on other occasions, of that truly great man, that he is but seldom wrong; but when he is so, that he is generally wrong to absurdity."

We, of the present day, are amazed at some of the pronunciations on which Walker takes the trouble gravely to animadvert, either in the preliminary Essay or in the body of his work, so completely out of court are they now as simple vulgarisms. We expect to hear only in jest now, and to have presented to the eye phonetically in the columns of humorous journals, such things as the following, which appear to have been in vogue in Walker's day: sparrow-grass for asparagus; reddish for radish; cowcumber for cucumber; reesin for raisin; sassage for sausage; soger for soldier; wes-cut for waistcoat; tower for tour; yallow for yellow; yis for yes; yisterday for yesterday; bin for been; gap for gape; Gould for gold; wownd for wound; boul for bowl; wunt for wont; hant for haunt; gee-arden for garden; gee-ide for guide; chaumber for chamber; marchant for merchant; sarvice for service; and a host of others now undreamt of. The French words which will from time to time stray into English talk, Walker gave up with a despair almost

Dundrearyish in tone. "As the nasal vowels in the first and last syllable of environs are not followed by *e* or *g*, it is impossible," he says, "for a mere Englishman to pronounce it fashionably." In *eclaircissement*, "every syllable but the last," he says, "may be perfectly pronounced by an Englishman who does not speak French; but this syllable having a nasal vowel not followed by hard *e* or *g*, is an insuperable difficulty." There is what seems to us a great to-do about nothing in a long note of Walker's on the word *schedule*. "In the pronunciation of this word," he says, "we seem to depart both from the Latin *schedula* and the French *schedule*. If we follow the first we ought to pronounce the word *skedule*, if the last, *schedule*; but entirely sinking the *ch* in *sedule* seems to be the prevailing mode, and too firmly fixed by custom to be altered in favour of either of its original words. Dr. Kendrick, Mr. Perry and Buchanan pronounce it *skedule*; but Mr. Elphinston, Mr. Sheridan, Mr. Scott, Mr. Nares, Barclay, Fenning and Shaw, *sedule*; though if we may believe Mr. Jones, it was pronounced *shedule* in Queen Anne's time." The vulgar pronunciation of this word among English attorneys is not here noted at all: viz., *sheddles*,—reminding us of the now established *corpuscles* for *corpuscules*, among medical men. I remember when Room was inculcated on myself as the proper pronunciation of Rome. Walker advocates it. His remarks are curious enough. "The *o* in this word," he says, "is irrevocably fixed in the English sound of the letter in *move*, *prove*, etc. Pope indeed," he continues, "rhymes it with 'dome.'

Thus when we view some well-proportion'd dome,
The world's just wonder, and even thine, O Rome!"

But as Mr. Nares observes, it is most probable that he pronounced this

word as if written doom; as he rhymes Rome with doom afterwards, in the same poem.

From the same foes at last both felt their doom;
And the same age saw Learning fall, and Rome.

The truth is, nothing certain can be concluded from the rhyming of poets. It may serve to confirm an established usage, but can never direct us where usage is varied and uncertain. But the pun which Shakspeare puts into the mouth of Cassius in Julius Cæsar decidedly shows what was the pronunciation of the word in his time:

Now it is Rome indeed, and *room* enough
When there is in it but one only man.

"And the Grammar in Queen Anne's time," Walker adds in conclusion, "recommended by Steele, says the city of Rome is pronounced like Room; and Dr. Jones in his spelling Dictionary, 1704, gives it the same sound."

Walker strangely omits the quotation from Shakspeare, which tells in favour of the present pronunciation of Rome. When in 1 Hen. VI. iii. 1, the Bishop of Winchester makes the threat, "Rome shall remedy this!" the Earl of Warwick petulantly replies with the pun, "Roam thither, then!" Like "obleege" for "oblige," "room," for "Rome," in English speech, probably took its final departure along with the late Earl Russell.

In Walker's time the stage was an authority for pronunciation, and he seems somewhat timid when he al-

ludes to some of its usages. He does not very emphatically denounce such vagaries as *ferce* for *fiere*, *ferful* for *fearful*, *berd* for *beard*, *sithe* for *sigh*. John Kemble's atches for *aches* were no longer heard; but it is remarked of Garrick that he turned *i* into *u* in *virtue*, and made *ungrateful*, *ingrateful*. To one Dr. Hill who complained of Garrick for doing this, that actor replied:

"If it is, as you say, I have injur'd a letter.
I'll change my note soon, and I hope for the better.

May the right use of letters, as well as of men,

Hereafter be fixed by the tongue and the pen.

Most devoutly I wish they may both have their due,

And that I may be never mistaken for U."

Besides evolving new words now and then (*e.g.*, irrelevant and inimical, which were only ten years old when Walker wrote), the House of Commons also furnished some peculiarities in pronunciation. Thus it was Parliamentary use, we are told, to give the Scottish force to certain vowels; to call legislature, leegislature, etc.

Thanks to the studious painstaking of intelligent teachers and trainers, the pronunciation of English, generally speaking, has, I think, become much more precise, distinct, and certain than it was in the days of our fathers. The inherent rights of each vowel, diphthong and consonant are sought to be secured as far as practicable; and as little as possible is left to haphazard and the whim of individuals.

In a letter of inquiry for a master, Dr. Arnold writes: "What I want is a man who is a Christian and gentleman, an active man, and one who has common sense and understands boys. I do not so much care about scholarship, as he will have immediately under him the lowest forms in the school; but yet, on second thought, I do care about

it very much, because his pupils may be in the highest forms, and besides, I think that even the elements are best taught by a man who has thorough knowledge of the matter. However, if one must give way, I prefer activity of mind and an *interest in his work* to high scholarship, for the one may be acquired far more easily than the other."

UNIVERSITY WORK.

MATHEMATICS.

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EDUCATION DEPARTMENT,
ONTARIO.

JULY EXAMINATION, 1883.

First Class Teachers—(Grade C.)

ALGEBRA.

1. If $x^n + ax^{n-1} + \dots + px + q = 0$, explain the principle upon which we proceed to find, if possible, a rational binomial divisor.

Find three such divisors in the equation, $x^4 - 4x^3 - 6x^2 + 18x + 17x^2 + 22x + 24 = 0$.

1. Bookwork (Newton's Theory of Divisors).

Applying the test in this case, we find the divisors to be $x + 2$, $x - 3$, $x - 4$.

2. Express $m^2 - 4m^2n + 5m^2n^2 - 2mn^3 + n^4$ as a rational integral function of ρ and n , where $\rho = m - n$.

2. Substituting and expanding, we have for result $\rho^4 - \rho^2n^2 + n^4$.

3. If y is a rational integral function of x , and y becomes zero when a is substituted for x , prove that $x - a$ is a factor of y .

Resolve into factors:

$$x^3 - \{a(a-b) + b(b-c) + c(c-a)\}x + \{ab(a-b) + bc(b-c) + ca(c-a)\}$$

3. Bookwork.

$$(x - \overline{b-c})(x - \overline{c-a})(x - \overline{a-b})$$

4. If $\frac{a}{b} = \frac{c}{d}$ prove that $\frac{ma + nb}{ma - nb} = \frac{mc + nd}{mc - nd}$

$$\text{If } x^2 + \frac{\left(\frac{m+n}{m-n} - \frac{m-n}{m+n}\right)xy + y^2}{\frac{m+n}{m-n} - \frac{m-n}{m+n}} = \frac{v+1}{v-1}$$

$$x^2 + \left(\frac{m+n}{m-n} - \frac{m-n}{m+n}\right)xy - y^2$$

find the simplest expression for the value of v .

4. Bookwork. By adding and subtracting 1 from each side of the equation and then dividing equals by equals, we get

$$\frac{m+a}{m+n} - \frac{x}{y} = 1$$

5. What is a ratio? Does the ratio of two quantities depend upon their magnitude?

(Given $y^2 + x^2y - a^2x^2 = 0$, to find the ratio of x to y when x becomes indefinitely great.)

5. Bookwork.

6. What is meant by a *maximum* or a *minimum* solution?

It is required to divide a number a into two parts such that the quotient arising from dividing their product by the sum of their squares may be a *maximum*. Determine the quotient, and the division of the number required to produce it.

6. Suppose a to be the number, and let one part be x , then $\frac{(a-x)x}{(a-x)^2 + x^2} = \rho$: solving in the usual way, for maximum or minimum, $\rho = \frac{1}{2}$, or $-\frac{1}{2}$; take $\rho = \frac{1}{2}$, and we have $x = \frac{1}{2}a$ for maximum.

7. In an arithmetic series, find an expression giving the last term in terms of the first term the common difference and the sum of the series.

The n th terms of two A.P.'s are respectively $\frac{1}{2}(n+2)$ and $\frac{1}{2}(3n-1)$. The same number of terms being taken in each series, what is the number when the sum of the second series is four times that of the first?

What is the *greatest* ratio of the sum of any number of terms of the second series to the sum of the same number of terms of the first?

7. Find the value of

$$n \text{ from } s = \frac{n}{2} \{2a + (n-1)d\},$$

and we have

$$l = \frac{2s - a}{n} = \frac{2s - a}{\frac{1}{2}d \{2a - d \pm \sqrt{(2a - d)^2 + 8ds}\}}$$

In the *first* series, the first term and com. diff. are 1 and $\frac{1}{2}$; in the *second*, 1 and $\frac{1}{3}$; then by the question,

$$\frac{n}{2} \{ 2 + (n-1)\frac{1}{2} \} = 4 \frac{n}{2} \{ 2 + (n-1)\frac{1}{3} \};$$

$$\therefore n = 37; \frac{3}{2}$$

8. The attraction of a planet upon a body at its surface varies directly as the planet's mass and inversely as the square of its radius. The length of a pendulum varies directly as the attraction and inversely as the square of the number of beats which it makes in a given time. The mass of the earth being 75 and of the moon 1, the radius of the earth 4,000 miles and of the moon 1,100, and the length of a pendulum which beats 5 times in 2 seconds at the earth's surface being 6.26 in., find the length of a second's pendulum at the moon's surface.

8. For earth we have $A = p \frac{M}{r^2}$, $l = p \frac{A}{n^2}$, by

the question, where A = attractive force, M = mass, r radius, n number of beats, and l length of pendulum: from these = ns ,

$$A = \frac{\sqrt{939}}{16000\sqrt{2}}, \text{ and } p \text{ (constant factor)} \\ = 400\sqrt{\frac{313}{6}}$$

For moon, we have

$$l = p \frac{M}{r^2 n^2} \\ = 160000 \times \frac{313}{6} \times \frac{1}{1210000} \\ = 6.89 \text{ in.}$$

9. From a company of 15 men, 6 are selected each night as a guard. How often, respectively, will A and B be together (1) with C? (2) without C? (3) with C or D? (4) with C and D?

$$9. (1) \frac{12, 11, 10}{\underline{3}}, (2) \frac{14, 13, 12, 11}{\underline{4}}, \\ (3) 2 \frac{12, 11, 10}{\underline{3}}, (4) \frac{11, 10}{\underline{2}}$$

$$10. \text{ Given } x^2 + \frac{a-b}{ab}x + \frac{ab}{a-b} = 0.$$

(1) Express b in terms of a when the two values of x are (a) equal in magnitude and

opposite in signs; (3) equal in magnitude and of like signs.

(2) If x_1, x_2 be the roots, express the value of $\frac{1}{x_1} + \frac{1}{x_2}$ in terms of a and b .

$$10. (1) (a) \frac{b-a}{2ab} = \text{either root};$$

$$\therefore \frac{(b-a)^2}{4a^2b^2} = \frac{ab}{b-a} \text{ or } b = \frac{a}{1-a\sqrt{4}}$$

$$(\beta) b = \frac{a}{1+a\sqrt{4}}$$

$$(2) \frac{1}{x_1} + \frac{1}{x_2} = \frac{x_1 + x_2}{x_1 - x_2} = - \left(\frac{a-b}{ab} \right)^2$$

UNIVERSITY OF LONDON.

MATRICULATION EXAMINATIONS' JUNE, 1883.

ARITHMETIC AND ALGEBRA.

Examiners—Dr. John Hopkinson, M.A., F.R.S., and Benjamin Williamson, Esq., M.A., F.R.S.

1. From the sum of $\frac{1}{2}, \frac{1}{3}, \frac{1}{4}$, and $\frac{1}{5}$ of a pound subtract the sum of $\frac{1}{8}, \frac{1}{9}$, and $\frac{1}{10}$ of a guinea, and express the result as a fraction of five pounds reduced to its simplest form.

2. Express $\sqrt{\frac{0.678 \times 9.01}{0.0234}}$ correctly to the nearest integer.

3. Reduce $\frac{0.01747}{0.002477}$ to a vulgar fraction in its simplest form.

4. A reduction of 10 per cent. in the price of coal would enable a purchaser to obtain for the sum of £13 10s. two tons more than at the higher price. What may be the price of coal before reduction?

5. Divide £11 4s. 6d. between three men, four women, five boys, and six girls, in such wise that each woman has one-fourth less than a man, each boy two-sevenths as much as a man and woman together, and each girl one-fifth as much as a man, woman, and boy together.

6. Simplify

$$\frac{x^2 + y^2 - x}{y} \times \frac{x^2 - y^2}{x^3 + y^3}; \text{ and } a \times \frac{1}{1 + \frac{a+1}{3-a}}$$

7. Find the sum of ten numbers in Arithmetical Progression, the third being 10 and the seventh 30.

How many terms of the Geometrical Progression $1 + 3 + 9 + 27 +$, etc., amount to 364?

8. From the following find x, y, z :

$$\left. \begin{aligned} x - y + z &= 5 \\ 3x + 4y - 5z &= 13 \\ x + \frac{1}{2}y + \frac{1}{3}z &= 14 \end{aligned} \right\}.$$

9. Find the Greatest Common Measure of

$$\left. \begin{aligned} x^4 - 10x^2 + 9 \\ x^4 + 7x^2 + 11x^2 - 7x - 12 \\ \text{and } x^4 + 2x^2 - 16x^2 - 2x + 15 \end{aligned} \right\} \dots x - 1.$$

10. A railway carries 1st, 2nd, and 3rd class passengers between A and B . The fares were one year in the ratio $7 : 5 : 4$; the total number of passengers carried was 100,000, and the receipts £49,000. The next year the third class fare was reduced 25 per cent., and it was found that whilst the number of third class passengers increased 50 per cent., the second class diminished 10 per cent., and the first 5 per cent.; the number of passengers increased to 121,000, and the receipts to £49,300. Find the first, second, and third class fares and the numbers of passengers during the first year.

GEOMETRY.

Examiners—Dr. John Hopkinson, M.A., F.R.S., and Benjamin Williamson, Esq., M.A., F.R.S.

1. Prove that the diagonals of a parallelogram bisect each other.

2. By aid of the preceding, or otherwise, draw through a given point a right line so that the part intercepted on it by two given intersecting right lines shall be bisected at the given point.

3. Prove that the angle included between the internal bisector of one base angle of a triangle and the external bisector of the other base angle is equal to half the vertical angle of the triangle.

4. Prove that the sum of the squares described on any two right lines is equal to double the square on half the sum of the lines together with double the square on half their difference.

5. Being given the base of a triangle and the sum of the squares described on its sides, find the locus of its vertex, and state when the locus becomes impossible.

6. Prove that the angle at the centre of a circle is double the angle at the circumference, on the same arc.

7. AB is any chord of a circle, and AC is the tangent at the point A ; prove that the right line which bisects the angle BAC bisects also the corresponding arc of the circle.

8. Prove that the sum of a pair of opposite angles of a quadrilateral inscribed in a circle is equal to two right angles.

9. Construct an isosceles triangle having each of its base angles double the vertical angle.

10. Construct a triangle, being given its base, its area, and its vertical angle.

NATURAL PHILOSOPHY.

Examiners—Prof. W. G. Adams, M.A., F.R.S., and Professor William Garnett, M.A.

A.

1. Define acceleration, force, energy. A train which is uniformly accelerated starts from rest, and at the end of three seconds has a velocity with which it would travel through one mile in the next five minutes; find the acceleration.

2. Describe Attwood's Machine.

Two scale-pans, each weighing 2 oz., are suspended by a weightless string over a smooth pulley. A mass of 10 oz. is placed in one, and 4 oz. in the other. Find the tension of the string and the pressure on each scale-pan.

3. Distinguish between *mass* and *weight*. A certain force acting on a mass of 10 lbs. for five seconds, produces in it a velocity of 100 feet per second. Compare the force with the weight of 1 lb., and find the acceleration it would produce if it acted on a ton.

4. The horizontal and vertical components of a certain force are equal to the weights of 5 lbs. and 12 lbs. respectively; what is the magnitude of the force?

Supposing this force to act for 10 seconds on a mass of 8 lbs., which is also exposed to the action of gravity, and is initially at rest, what velocity will be communicated to the mass, the vertical component of the force acting upwards?

5. The arms of a bent lever are at right angles to one another, and their length are in the ratio of 5 to 1. The longer arm is described 45° to the horizon, and carries at its extremity a weight of 10 lbs. The end of the shorter arm presses against a smooth horizontal plane. Draw a figure, showing the forces in action, and find the pressure between the shorter arm and the plane.

6. What is the centre of gravity of a body?

A uniform plate of metal 10 inches square has a hole 3 inches square cut out of it, the centre of the hole being $2\frac{1}{2}$ inches distant from the centre of the plate. Find the position of the centre of gravity of the plate.

7. A body is in equilibrium under the action of three forces whose directions are not parallel. State fully the conditions which must be fulfilled.

A heavy uniform ladder rests with its upper end pressing against a smooth vertical wall; show by a figure how to determine the direction of the resultant force acting upon the foot of the ladder.

B.

8. What is meant by the specific gravity of a substance?

A body floats with one-tenth of its volume above the surface of pure water. What fraction of its volume would project above the surface if it were floating in liquid of specific gravity 1.25?

9. Explain the principle of action of the common pump. How may it be converted into a lift pump? A lift pump is employed to raise water through a vertical height of 200 feet. If the area of the piston be 100 square inches, and a cubic foot of water contain $62\frac{1}{2}$ lbs., what force (in addition to its own weight) will be required to lift the piston?

10. Describe the common air-pump.

In the process of exhausting a certain

receiver, after ten strokes of the pump, the mercury in the gauge stands at 20 inches, the barometer standing at 30 inches. At what height will the mercury in the gauge stand after twenty more strokes?

11. A beaker of water, with a wooden sphere floating on it, is placed under the receiver of an air-pump: explain how the sphere will be affected on exhausting the air from the receiver.

If the density of water be 800 times that of air at ordinary pressure, state precisely what will happen supposing the sphere originally to have been immersed to the depth of its centre.

12. Show how to find the position and size of the virtual image of a given object formed by a concave lens of known focal length.

A concave lens, whose focal length is 12 inches, is placed on the axis of a concave mirror of 12 inches radius at a distance of 6 inches from the mirror. An object is so placed that light from it passes through the lens, is reflected from the mirror, again passes through the lens, and forms an inverted image coincident with the object itself. Where must the object be placed?

13. What is meant by the statement that the index of refraction of water is $\frac{4}{3}$?

Walking by the side of a shallow stream of clear water of uniform depth, the gravel bottom appeared to possess a wave motion, the trough of the wave being always vertically beneath the observer. Explain this by means of a diagram.

14. Distinguish between the absolute and the apparent expansion of mercury contained in a thermometer.

The co-efficient of absolute (cubic) expansion of mercury is .00018, the co-efficient of linear expansion of glass is .000008. Mercury is placed in a graduated glass tube, and occupies 100 divisions of the tube. Through how many degrees must the temperature be raised to cause the mercury to occupy 101 divisions?

15. What is meant by the statement that the latent heat of steam is 537?

One pound of saturated steam at 160° C. is blown into 19 lbs. of water at 0° C., and the resulting temperature is 32.765° C. Find the latent heat of steam at 160° C.

16. Describe and explain the method of using some form of dew-point hygrometer, and show how to determine the humidity of the air by means of it.

CLASSICS.

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UNIVERSITY OF TORONTO.

ANNUAL EXAMINATIONS, 1883

Junior Matriculation: Arts and Medicine.

GREEK.

Examiner—William Dale, M.A.

I.

Translate :

Πρόξενος δὲ ὁ Βοιώτιος, εὐθύς . . .
τὸν δὲ ἀδικούντα μὴ ἐπαινεῖν.

—Xenophon, *Anabasis*, B. II.

1. Parse ἦρτᾶσθαι, κτήσεσθαι, ἦσχύνετο, ἀρχικόν.

2. ἔδωκε Γοργία ἀργύριον. Explain. Give some account of Gorgias.

3. ἔδωκε. Write out the tense fully. What other verbs form the aorist tense similarly?

4. αἰδῶ. Parse and decline fully in the singular.

5. ἀπεχθανεσθαι. Write out fully the perf. ind. of this verb.

II.

Translate :

Ὡς εἰπὼν ἀλόχοιο . . . θαλερόν
κατὰ δάκρυ χέουσα.

—Homer, *Iliad*, B. VI.

1. Parse ἐποίχεσθαι, ἐγγεγάασιν, εἶλετο, χέουσα.

2. Derive ἰστὸν, ἡλακίτην, φαίδιμος, θαλερόν.

3. Scan the lines beginning πᾶσιν, ἔμοι and ἵππουριν.

4. Point out the Epic forms in the five

last lines, and give the corresponding forms in Attic.

5. Translate and parse the words of the following lines :

Δεσμὸν ἀπορρήξας θεῖη πεδίοιο κροαίνων,
Εἰωθὼς λούεσθαι ἐυρείοιο ποταμοῖο,
Κυδιῶων.

HONORS.

I.

Translate :

Ἄλλ' ὅτε δὴ τὴν νῆσον ελείπομεν, . . .
ὑπεκφυγείην καὶ ἀλύξαι.

—Homer, *Odyssey*, B. XII.

1. Parse ἔπτατ', εἶλει, μνήσεσθαι, ἀλύξαι.
2. Give the Latin etymological equivalents of λείπω, καπνός, ἴδον, ἐρετμός, χεῖρ, κληῖς.

3. Give an account of (1) οἱ χωρίζοντες,
(2) ὁ ἐπικὸς κυκλος.

Translate :

Ἥελιος δ' ἀνόρουσε, . . . τινα
πότμον ἐπέσπεν.

—*ib.*, II.

II.

Translate :

Ὅπως μὲν γὰρ ἡ Μακεδονικὴ, . . .
ζῆν ἀσφαλῶς ἡρημένος.

—Demosthenes, *Olynthiacs*, II.

1. Parse προήρηται, συμβῆ, παθεῖν.
2. ζῆν. What other verbs form their infinitive in the same way?

3. ἐπὶ Ἰ οθέου . . . Ποιῖδιαιαν.
Explain with dates.

4. Give some account of the history of Olynthus.

Translate :

Ὅταν, ὦ ἄνδρες Ἀθηναῖοι, . . .
ὡς δευὰ καὶ χαλεπά, ταῦτα διεξερχόμεθα.

—Demosthenes, *Philippics*, II.

GREEK GRAMMAR—HONORS.

1. Point out the laws of euphony exemplified in the following words : ἐρριμμαί, Ἀτθίς, κόρυς, παμφαίνω, πᾶσι, βουλεύθητι, βάλλω.

2. State the principal rules for the accentuation of verbal forms.

3. Decline in the singular *κρίτης, νεός, ἕγυής*, and in the plural *γέροντες, οὖς, χεῖρες*.

4. Compare *μέσος, ἐχθρός, ῥάδιος, πάχος, ψευδής, προύργου, ἄνω*.

5. Write out fully the second aor. subj. pass. of *στέλλω*; first aor. opt. mid. of *φαίνω*; perf. ind. of *ὠνέομαι*.

6. Give the principal parts of the following verbs:—*ἀλίσκομαι, ἀμφιέννυμι, βλώσσω, δάκνω, ἐγείρω, διακονέω, ἐμέω, θλίβω, δίνημι, χέω*.

7. Give the meaning of the following verbs in the active and middle respectively:—*βουλευῶ, μισθῶ, ἐπιτίθημι, στέλλω, παύω, φαίνω, ἔπω, λαμβάνω*.

8. Give examples of the use of *οὐ μή* and *μή οὐ*.

9. Translate into Greek the following sentences:—

(1) See that ye be men worthy of the liberty which you possess.

(2) Not only was he afraid (*τρέω*), but he fled.

(3) But if they do not give her up, then I will take her myself.

(4) I say then that you ought to assist the Olynthians.

(5) If Philip gains possession of (*λαμβάνω*) those places, who is to prevent him from marching hither?

UNIVERSITY OF TORONTO.

ANNUAL EXAMINATIONS, 1883.

unior Matriculation.—Arts and Medicine.

LATIN.

(Continued from page 294.)

PASS AND HONORS.

I.

On that day, some cavalry skirmishes having taken place at the stream, both sides confine themselves to their respective positions; the Gauls, because they were awaiting further reinforcements which had not yet arrived; Cæsar, if perchance he could by simulating fear, entice the enemy into his position, in order that he might contend in battle on this side the valley, before the camp; if he should

not be able to effect this, that, after reconnoitring the lines of march, he might with less danger cross the valley and the stream. At daybreak the enemy's horse approach the camp, and engage in battle with our cavalry. Cæsar purposely orders the cavalry to give way, and retreat to the camp; at the same time he orders the camp to be fortified on all sides with a higher rampart, and the gates to be barricaded.

II.

Life is too stern to be played with, and as the old creed died into a form, and philosophy proved so indifferent a substitute, dark and terrible notions can be seen rising in Greek poetry; notions that there were gods, but not good gods; notions of an inexorable fate; notions that men were creatures and playthings of powerful and malignant beings who required to be flattered and propitiated, and that beyond the grave lay gloomy possibilities of eternal and horrible suffering. Gone the sunshine of Homer, this healthy vigour, unconscious of itself. Gone the frank and simple courage which met the storm and the sunshine as they came, untroubled with sickly spiritual terrors. In Æschylus, in Sophocles, in Euripides, even in Plato himself, the prevailing thought is gloomy and desponding. Philosophy, it was plain, had no anodyne to offer against the sad conviction of the nature of man's life on earth, or availed to allay anxiety for what might happen to him hereafter.—*Froude*.

NOTE.—Candidates for Honors to take both pieces. Pass Candidates the first piece only.

HONORS.

I.

Translate:

Hunc annum—seu tribunus modo seu tribunus suffectos consules quoque habuit—sequitur annus haud dubiis consulibus M. Geganio Macerino iterum T. Quinctio Capitolino quintum consule. Idem hic annus censurae initium fuit, rei a parva origine ortae, quae deinde tanto incremento aucta est, ut morum disciplinaeque Romanae penes eam regimen, senatus equitumque centuriis decoris dedecorisque discrimen sub ditone

ejus magistratus, publicorum jus privatorumque locorum vectigalia populi Romani sub nutu atque arbitrio essent. Ortum autem initium est rei, quod in populo per multos annos incenso neque differri census poterat, neque consulibus, quum tot populorum bella imminerent, operae erat id negotium agere. Mentio illata ab senatu est, rem operosam ac minime consularem suo proprio magistratu egere, cui scribarum ministerium custodiaeque et tabularum cura, cui arbitrium formulae censendi subjiceretur. Et patres quamquam rem parvam tamen, quo plures patricii magistratus in re publica essent, laeti acceperunt, id quod evenit futurum—credo—etiam rati, ut mox opes eorum, qui praesent, ipsi honori jus majestatemque adjicerent. Et tribuni id quod tunc erat magis necessarium quam speciosi ministerii procurationem intuentes, ne in parvis quoque rebus incommode adversarentur, haud sane tetendere. Quum a primoribus civitatis spretus honor esset, Papirium Semproniumque—quorum de consulatu dubitabatur—ut eo magistratu parum solidum consulatum explerent, censui agendo populus suffragiis praefecit; censores ab re appellati sunt.—LIVY, B. IV., ch. 8.

1. *Tribunos*. What different classes of magistrates of Rome were called by this name? Which is meant here? Which by *tribuni* (*Et tribuni* (id quod tunc erat), etc.)?

2. *Haud dubiis consulibus*. Explain.

3. *Parum solidum consulatum*. Explain.

4. Parse, explaining the syntax fully: *differri, operae, futurum, rati, opes, spretus, agendo*.

5. Mark the quantity of the penult of: *censurae, disciplinae, decoris, discrimen, imminerent, evenit*.

6. Distinguish between, *decōris, decōris*; *pōpulus, populus, evēnit, evēnit*.

II.

Translate :

Scriberis Vario fortis et hostium
Victor Maeonii carminis alite,
Quam rem cunq̄ue ferox navibus aut equis
Miles te duce gesserit.
Nos, Agrippa, neque haec dicere, nec gravem
Pelidae stomacho cedere nescii,
Nec cursus duplicis per mare Ulixei,
Nec saevam Pelopis domum

Conamur, tennes grandia, dum pudor
Imbellisque lyrae Musa potens vetat
Laudes egregii Caesaris et tuas
Culpa deterere ingent.

—HORACE, *Odes*, B. I.

1. *Vario*. Parse. For what work was Vario principally celebrated?

2. *Maeonii carminis*. Explain the allusion.

3. What poems are alluded to in lines 5-7?

4. *Agrippa*. Give some account of him.

5. Scan the first four lines, giving the technical name of each.

Translate :

Dianam tenerae dicite virgines,
Intonsum, pueri, dicite Cynthium,
Latonaque supremo
Dilectam penitus Jovi.
Vos laetam fluviis et nemorum coma,
Quaecunque aut gelido prominet Algido,
Nigris aut Erymanthi
Silvis aut viridis Cragi;
Vos Tempe totidem tollite laudibus
Natalemque, mares, Delon Apollinis,
Insignemque pharetra
Fraternaque humerum lyra.

—HORACE, *Odes*, B. I.

1. *Cynthium*. Who is meant, and why so called?

2. Write short notes on: *Algido, Erymanthi, Cragi, Tempe, Delon*.

3. *Fraterna lyra*. Why so called?

4. Scan the first four lines, giving the technical name of each.

III.

Translate :

COR. Nerine, Galatea, thymo mihi dulcior
Hyblae,
Candidior cynnis, hederam formosior alba,
Quum primum pasti repetent praesepia tauri,
Si qua tui Corydonis habet te cura, venito.
THY. Immo ego Sardoniis videar tibi
amarior herbis.
Horridior rusco, projecta vilior: alga,
Si mihi non haec lux toto jam longior anno
est.
Ite domum pasti, si quis pudor, ite juvenci.
COR. Muscosi fontes, et somno mollior
herba,
Et quae vos rara viridis tegit arbutus umbra,
Solstitium pecori defendite; jam venit aestas
Torrida, jam laeto turgent in palmitibus gemmae.

THY. Hic focus, et taedae pingues, hic plurimus ignis
Semper, et assidua postes fuligine nigri :
Hic tantum Boreae curamus frigora, quantum
Aut numerum lupus, aut torrentia flumina
ripas.—VIRGIL, *Ecol.* VII.

1. Write short notes on: *Nerine, Galatea, Hyblae, Sardonis.*

2. *Quantum aut numerum lupus.* What different explanations?

3. Scan lines, 1, 5, 7, 11, and 13, of the extract. What peculiarity in line 11?

Translate, and explain the allusions in :

- (a) Impius haec tam culta novalia miles habebit?
- (b) Ultima Cymaci venit jam carminis aetas ;
Magnus ab integro saeculorum nascitur ordo.
- (c) Alter erit tum Tiphys, et altera quae vehat Argo
Delectas heroas.
- (d) Prima Syracosio dignata est ludere versu
Nostra nec erubuit silvas habitare Thalia.
- (e) Hinc lapides Pyrrhae jactos, Saturnia regna.
Caucasiasque refert volucres furtumque Promethei.
- (f) Tum canit Hesperidum miratam mala puellam.
- (g) Sic tua Cyrneas fugiant examina taxos.

IV.

Translate :

Multi mortales convenere, studio etiam videndae novae urbis, maxime proximi quique, Caenienses, Crustumini, Antemnae : jam Sabinorum omnis multitudo cum liberis ac conjugibus venit : invitati hospitaliter per domos quum situm moeniaque et frequentem tectis urbem vidissent, mirantur tam brevi rem Romanam crevisse. Ubi spectaculi tempus venit deditaque eo mentes cum oculis erant, tum ex composito orta vis, signoque dato juvenus Romana ad rapiendas virgines discurrit. Magna pars forte, ut in quem quaeque inciderat, raptae : quasdam forma excellentes primoribus patrum destinatas ex plebe homines, quibus datum negotium erat, domos deferebant. Unam longe ante alias specie ac pulchritudine insignem a globo Thalassii cujusdam raptam ferunt, multisque sciscitantibus, cuinam eam ferrent, identidem, ne quis violaret, Thalassio ferri clamitatum : inde nuptialem hanc vocem factam. Turbato

per metum ludicro maesti parentes virginum profugiunt incusantes violati hospitii foedus deumque invocantes, cujus ad sollemne ludosque per fas ac fidem decepti venissent. Nec raptis aut spes de se melior aut indignatio est minor : sed ipse Romulus circumibat docerbatque patrum id superbia factum, qui concubium finitimis negassent : illas tamen in matrimonio, in societate fortunarum omnium civitatisque et, quo nihil carius humano generi sit, liberum fore : mollirent modo iras et, quibus fors corpora dedisset, darent animos.—LIVY, B. I.

MODERN LANGUAGES.

JOHN SEATH, B.A., ST. CATHARINES, EDITOR.

NOTE.—The Editor of this Department will feel obliged if teachers and others send him a statement of such difficulties in English, History, or Moderns, as they may wish to see discussed. He will also be glad to receive Examination Papers in the work of the current year.

ENGLISH.

EDUCATION DEPARTMENT,
ONTARIO.

JUNE EXAMINATION, 1883.

Second Class Teachers.

ENGLISH GRAMMAR.

1. "It's wiser being good than bad ;
It's safer *being* meek than fierce :
It's fitter being sane than mad.
My own hope is, a sun will pierce
The thickest cloud earth ever stretched ;
That, after Last, returns the First,
Though a wide *compass* round be fetched ;
That what began *best*, can't end worst,
Nor what God blessed once, prove
accurst."—ROBERT BROWNING.
- (a) Analyze the last six lines of this extract.
- (b) Complete the elliptical clauses in lines 1, 4 and 5, 8 and 9.
- (c) Parse the words in italics.
2. Correct any errors in the following sentences, giving your reasons in each case :—
- (a) These facts were developed in the examination of a boy, whom it was alleged was an accomplice.
- (b) I have been troubled 12 years with a white swelling on my right foot, and

getting worse every year, and very painful, and breaking out in hot weather.

(.) A species of wild potatoes have been discovered on the table lands of South-Western Arizona, in altitude of 8,000 to 12,000 feet, which is spoken of as superior in taste and flavour to the best cultivated potatoes.

(d) This semi-tropical land has many fascinating scenes, and there are enough seductive pleasures near by to induce one with anything like lethargic natural tendencies to be satisfied with the entrancing views presented of the coral reefs from the island on a calm day at low tide, without exciting one's-self to take a trip to them; but once this is overcome, and the beauty of the coral, as it lies in its native beds, is realized, the rest more than compensates for the pain.

(e) A coroner's jury has returned a verdict of manslaughter against a constable. The victim was a young man who, it is alleged, he frightened to death by riding him down when under the influence of liquor.

(f) The early robin was too previous this spring.

(g) "March 21, spring commences." Any one whose red, weak, and flabby ear is still a source of pain discrediting this statement will please consult their almanac.

(h) Influenza with March has greatly risen, it having been last week over 10 per cent., while this week it attains 14.1 per cent. in degree of prevalence. What at first sight causes this to appear rather remarkable are the facts of the weather being of a generally uniform character, and having a small diurnal range; but we have a counter fact in the considerably larger amount of clouded sky than in several preceding weeks.

(i) Somebody spent Saturday night in the office, making themselves comfortable.

(j) A youthful band of sneak thieves, which have given tradesmen considerable trouble, have been broken up.

(k) A member of the House has received a letter stating that it is the intention of the Invincibles to dynamite Parliament after Easter.

(l) The land is altogether too heavy to be easy worked, and the land further west,

where it is some lighter, will give much better results.

(m) This will be welcome news to horse-dealers and others, who will likely be further informed as to the regulations.

(n) We will have ice for three or four weeks yet in the bay.

(o) I always had to lay down during the day, and this almost every hour.

(p) Neither the diocese of Winchester nor the social life of London were sufficient for his spirit.

3. Give and account etymologically for the feminine forms of *man*, *king*, *sir*, and the masculine forms of *duck*, *bride*.

4. Give the original meaning of *whether*, *some*, *either*, *but*.

5. Mention four diminutives with different affixes.

6. In what different relations is the word "that" used? Form four sentences in each of which it occurs at least twice in different senses.

7. Distinguish between the participle and gerund, and give four examples for the use of each.

8. Give four derivatives of each of the following Latin words: *sedes*, *munus*, *fluo*, *pallor*, *struo*, *moveo*; and two from each of the Greek words: *philos*, *grapho*, *strepho*.

9. Define the use of the following prefixes, and give two words containing each: *per*, *pre*, *ante*, *anti*.

ENGLISH LITERATURE.

1.—Burke.

We spurn from us with *disgust* and indignation the slanders of those who bring us their anecdotes with the *attestation* of the flower-de-luce on their shoulders. We have Lord George Gordon fast in Newgate; and neither his being a public proselyte to Judaism, nor his having, in his zeal against catholic *priests* and all sorts of ecclesiastics, raised a mob (excuse the term, it is still in use here) which pulled down all our *prisons*, have preserved to him a liberty, of which he did not render himself worthy by a virtuous use of it. We have rebuilt Newgate, and *tenanted* the *mansion*. We have prisons almost as strong as the

Bastille, for those who dare to *libel* the queens of France. In this spiritual *retreat*, let the noble libeller remain.

(a) Give the etymology of the words in italics.

(b) Write explanatory notes on *flower-de-luce*, *Lord George Gordon*, *Neugate*, *Bastille*.

(c) Enumerate the words of Greek origin in the extract.

(d) Specify any violation of grammatical rules contained in the extract.

2. Specify the causes that led to the French Revolution, and compare that movement with the English Revolution of 1688.

NOTE.—Candidates are allowed an option between Scott's "Marmion" and Goldsmith's "Traveller."

II.—Scott's Marmion.

I I said, *Tantallon's* dizzy steep
Hung o'er the margin of the deep.
Many a rude tower and rampart there
Repelled the *insult of the air*,
Which, when the tempest vexed the sky, 5
Half breeze, half spray, came whistling
by.
Above the rest, a turret square
Did o'er its *Gothic* entrance bear,
Of sculpture rude, a stony shield;
The *Bloody Heart* was in the field, 10
And in the chief three mullets stood,
The *cognizance* of Douglas blood.
The turret held a narrow stair,
Which, mounted, gave you access where
A parapet's embattled row 15
Did seaward round the castle go.

—Canto VI.

(a) Write explanatory notes on the words in italics.

(b) Parse: *half spray* (6), *cognizance*, *Douglas* (12), *mounted*, *where* (14).

(c) Give the full etymology of: *repel*, *turret*, *entrance*, *chief*, *cognizance*, *access*, *parapet*.

2. Write explanatory notes on the words in italics in the following passages, and state in what connection they occur:—

(a) "Imprinted at the antique dome
Of *Caxton* or *De Worde*."

(b) In painted *tabards*, proudly showing
Gules, *Argent*, *Or* and *Azure* glowing.

(c) "A word of *vulgar augury*,
That broke from me, I scarce knew why,
Brought on a *village tale*."

(d) "He gave rude Scotland *Virgil's page*."

3. "The flash of that satiric rage,
Which bursting on the early stage,
Branded the vices of the age."

Give some account of the personage here alluded to.

4. Quote the 34th stanza of Canto VI, descriptive of the last stand made by the Scottish army, from "But as they left the darkening heath" to "wounded king."

5. Give an estimate of Scott as a poet, and mention his principal poems.

III.—Goldsmith's Traveller.

I. Nature, a mother kind alike to all,
Still grants her bliss at labour's earnest call:
With food as well the peasant is supplied
On *Idria's* cliff: as *Arno's* shelvy side;
And, though the rocky-crested summits 5
frown,
These rocks, by custom, turn to beds of
down.
From art, more various are the blessings
sent—
Wealth, commerce, honour, liberty, content;
Yet these each other's power so strong
contest,
That either seems destructive of the rest: 10
Where wealth and freedom reign, contentment
fails,
And honour sinks where commerce long
prevails.

(a) Write out the meaning of this passage in your own language.

(b) Derive: *peasant*, *summit*, *custom*, *wealth*, *commerce*, *power*, *reign*, *prevail*.

(c) Write notes on: *Idria's cliffs*, *Arno's shelvy side*.

(d) Define, by a paraphrase, the exact force of the following prepositions in the connection in which they here occur: *by* custom; *from* art.

(e) Discuss the correctness of the opinions expressed by the poet in the last two lines of this extract, and show how he applies them to the various countries treated of in the present poem.

2. Write explanatory notes on the following passages, and state in what connection each occurs:—

(a) Ye bending swains, that dress the
flowery vale.

(b) The pregnant quarry teem'd with
human form.

- (c) The pasteboard triumph and the cavalcade.
- (d) How often have I led the spottive choir,
With tuneless pipe beside the murmuring Loire.
- (e) Where lawns extend that scorn Arcadian pride,
And brighter streams that famed Hydaspes glide.
- (f) Have we not seen, round Britain's peopled shore,
Her useful sons exchanged for useless ore?
- (g) The lifted axe, the agonizing wheel,
Zeck's iron crown, and Damiens' bed of steel.

3. Quote Goldsmith's description of the Swiss peasant, from "Cheerful at noon" to "the nightly bed."

GEOGRAPHY.

1. What are the causes of tides? Why are they great at certain times? Illustrate by a diagram.
2. Describe the canal system of Ontario. Give the reason for the construction of each and the waters it connects.
3. What are the manufacturing districts of England? Name and locate the chief towns in each.
4. Give, in groups, the inland rivers of Ontario emptying into Lakes Huron, St. Clair, Erie and Ontario, with the cities and towns on their banks.
5. Give the geographical position and political relation of Cyprus, Macao, Nubia, Sumatra, Mauritius Island, Senegal and Madeira.
6. Trace, from source to mouth, the Rhine, Danube and Ganges, naming four important cities on each, and giving the chief tributaries.

HISTORY.

1. Show how the internal condition of Rome and Carthage respectively led to the final triumph of the former.
2. Sketch the political condition of Rome at the death of Sulla, and point out the causes that led to the ultimate establishment of a monarchical form of government.
3. Show how Britian became England.
4. Sketch the political, social and intellectual condition of England under Edward III.

5. Give a brief account of the relations subsisting between England and Scotland, from the accession of Edward I. to that of James I.

6. Give an outline of the part borne by England in European politics during the reign of Louis XIV.

7. Sketch briefly the history of Canada under the French Régime, from the arriva of Champlain.

8. State the causes and effects of the troubles of 1837 in Upper and Lower Canada respectively.

DICTATION.

Note for the Presiding Examiner.—This paper is not to be seen by the candidates. It is to be read to them *three times*—*first*, at the ordinary rate of reading, they simply paying attention, to catch the drift of the passage; *second*, the candidates writing; *third*, for review.

He is thus attempting the greatest task to which poet or philosopher can devote himself—the exhibition of an organic and harmonious view of the universe. In a time when men's minds are dominated by a definite religious creed, the poet may hope to achieve success in such an undertaking without departing from his legitimate method. His vision pierces the world hidden from our senses, and realizes in the transitory present a scene in the slow development of a divine drama. When Milton told his story of the war in heaven and the fall of man, he gave implicitly his theory of the true relation of man to his Creator, but the abstract doctrine was clothed in the flesh and blood of a concrete mythology. In Pope's day the traditional belief had lost its hold upon men's minds too completely to be used for imaginative purposes. Nothing was left possessed of any vitality but a bare skeleton of abstract theology dependent upon argument instead of tradition, and which might use or might dispense with a Christian phraseology. Its deity was not an historical personage, but the name of a metaphysical conception. To vindicate Providence meant no longer to stimulate imagination by a pure and sublime rendering of accepted truths, but to solve certain philosophical problems, and especially the grand difficulty of reconciling the existence of evil with divine omnipotence and benevolence.

SCHOOL WORK.

DAVID BOYLE, FLORA, EDITOR.

LESSON IN READING.

It is a good thing to introduce the day pleasantly with cheery song. Miss Whitney recognizes this, and acts accordingly. The singing was delightful, the young voices blending harmoniously. In the class-room exercise, reading was witnessed. The class had just been promoted from the sixth to the fifth grade.

Readers were distributed and opened at page 19. The more difficult words were first pronounced and spelled in order that the reading might proceed more understandingly thereafter. Among these were: Hark, bark, form, sly, fast, new, lie, what, tie, stay.

Each word having been pronounced and spelled once or twice, the teacher began to analyze the picture in the Reader illustrative of the story:

"Tell me what that is behind the barrel in the picture." "A fox." "Who stand in front of the barrel?" "Two little boys." "Look at the lesson, and see if you can find the names of the two boys." "John." "Spell John. Spell the larger boy's name." "N-e-d—Ned." "Annie, read what John says: "'Do you see the new dog, Ned?'" "Alice, what does Ned say." "'It is not a dog, John, it is a fox.'" "Then what says John?" "'But hark, he can bark as a dog.'" "'Yes, but he has not the form of a dog.'" "'May I go to him and pat him?'" "'No, he will hurt you if you do; he is so sly. He bit Tom in the hand just now.'" "What as the word before 'now'?" "'Just.'" "Spell just; pronounce just. What did John ask Ned?" "'How did Tom get him?'" "What did Ned answer?" "'The man at the mill got him in a trap, and he let Tom have him.'" "What will Tom do with him?" "'He will tie up the fox and let him lie on the litter in that tub.'" "

"What does 'litter' mean?" "A lot of straw or grass." "Spell litter. Who can tell the very hard word in the next verse?" "Liberty." "We will write it on the board. Who knows what it means?" "It means to do as we like." "Spell liberty. Now read the line." "'Will he run off if he is set at liberty?'" "'Yes, and he can run swiftly. He will get off to the dell if he can, but he may go to the shed.'" "What would the fox go to the shed for?" "To get the chickens."

Thus the reading lesson was continued. It was not a mere repetition of words, for the sense of the lesson was made of first importance, although the pronunciation of the words was not neglected. (In the interval which ensued between this study and the next, it was noted that the children were allowed freedom of movement that they might rest themselves.)

CARELESSNESS IN SPEECH.

SOME one writes as follows in the *Christian at Work*, concerning the dreadful mispronunciation and careless modes of speaking now common among boys. We think that this satire might be directed against those of a larger growth than boys, for the faults of slipshod pronunciation and inaccurate articulation are very common among Americans, even those who are by no means illiterate, nor altogether unrefined:

Among the common errors in the use of language are these: The mispronunciation of unaccented syllables, as terrible for terrible; the omission of a letter or short syllable, as goin' for going and ev'ry for every; and the running of words together without giving to every one a separate and distinct pronunciation.

I know a boy who says, "Don't want'er" when he means "I don't want to,"

"Whajer say?" when he means "What did you say?" and "Where de go?" instead of "Where did he go?"

Sometimes you hear, "ficcud" instead of "If I could;" "Wilfercan" instead of "I will if I can;" and "Howjerknow?" for "How do you know?"

And have you never heard "m—m" instead of "yes," and "ni—ni" instead of "no"?

Let me give you a short conversation I overheard the other day, between two pupils of our High School, and see if you never heard anything similar to it.

"Warejergo lasnight?"

"Hadder skate."

"Jerfind th'ice hard'n'good?"

"Yes hard'nough."

"Jer goerlone?"

"No; Bill'n Joe wenterlong."

"Howlate jerstay?"

"Pastate."

"Lemmeknow wenyergoagin, woncher? I wantergo'n'show yer howterskate."

"H—m, ficcoodn't skate better'n you I'd sellout'n'quit."

"Well we'll tryeranc 'n'seefyercau."

Here they took different streets, and their

conversation ceased. These boys write their compositions grammatically, and might use good language and speak it distinctly if they would try. But they have got into this careless way of speaking, and make no effort to get out of it. Whenever they try to speak correctly they have to grope their way along slowly, and their expression seems forced or cramped, as though it were hard work for them to talk.

Almost every one talks enough to keep well in practice, and those who try to speak correctly on every occasion soon find that the practice makes it just as easy for them to use the best language at their command as to use the most common.

Try it, boys, and see if you cannot make some improvement. Keep a close watch over your conversation, and when you discover any habitual error, drop it and substitute the correct word, phrase, or mode of expression. You will find that it will sound much better, and be just as easily spoken. And, as you get older and enter a different and wider circle of society, you can have acquired for yourself a command of language and a correctness of expression of which you need not be ashamed.—*Christian at Work.*

THE PROVINCIAL CONVENTION.

THE Twenty-third Annual Convention of the Ontario Teachers' Association began August the 14th, at 11 a.m., in the amphitheatre of the Education Department. The chair was taken by the President of the association, Mr. A. MacMurchy, of the Toronto Collegiate Institute. The proceedings were opened by the reading of a portion of the Scriptures by Mr. White, followed by prayer, in which Mr. Brebner of Sarnia led.

The Secretary then read a number of communications which he had received. They were as follows:—From Prof. Marshall, of Queen's University, Kingston, who wrote from Paris, France, to say that it would be impossible for him to carry out his intention of delivering an address to the association;

from Rev. Provost Body, of Trinity College, regretting that he would be unable to address the association, as he would be in England at the time of the meeting; from William Houston, M.A., asking the association to devote a half-hour for the discussion of the subject of spelling reform; from Prof. Goldwin Smith, saying that as he would not be in the city at the time of the meeting he would not be able to deliver an address, as requested by the committee of the association.

The following is the order of business on Tuesday:—At 11.30 a.m. the Treasurer, Mr. W. J. Hendry, of Toronto, presented his annual report. It showed that the total receipts of the association were: \$650.06, and

the expenditure \$162.35, thus leaving a balance of \$48.71. The report was received and referred to a committee.

The following programme will give a good idea of the business transacted at the Convention. We regret that the space at our disposal this month precludes the possibility of giving this month even a resumé of the papers read before the Convention or in the Sections. We hope to be able to give in later issues some of the more important Papers *in extenso*. Our regret at our inability to do this at present is tempered by the fact the daily papers gave admirably full and complete accounts of the proceedings.

PROGRAMME.

Tuesday, August 14th.

11 a.m. Treasurer's Report and general business.

2 p.m. "Literature in Schools,"—Mr. D. J. Goggin, Port Hope.

3 p.m. "Moral Education,"—Principal Miller, M.A., St. Thomas Coll. Inst.

4 p.m. "Spelling Reform,"—Wm. Houston, M.A., Toronto *Globe*.

8 p.m. "Education in Ontario and Teachings Therefrom,"—The President, Principal MacMurchy, M.A., Coll. Inst. Toronto.

Reports of delegates from County Associations.

The High School Masters' Section and the Inspectors' Section were constituted during the day, and routine business was transacted.

Wednesday, August 15th.

The Sections met at 9 a.m.

In the Public School Section, Mr. R. Alexander, of Galt, read a paper on "Hygiene," and Mr. W. Rannie, of Newmarket, a paper on "High School Entrance Examinations."

In the Inspectors' Section, Mr. D. J. McKinnon, of Preh, read a paper on "The most Effective Application of Government Aid to Public Instruction, and the Basis of Distribution of the School Fund," and Mr. J. S. Carson, of Middlesex, a paper on "The

Salary and Remuneration of Public School Inspectors."

In the High School Masters' Section, Mr. Turnbull, Head Master of Clinton High School, gave an address on "The Entrance Examination to High Schools," and Principal McHenry, of Cobourg Collegiate Institute, read a paper on "The Professors' Training of High School Teachers."

In the afternoon the General Convention resumed its sitting.

2 p.m. "The Advisability of a Change in the Administration of the School Law by the Appointment of a Chief Superintendent of Education, and a Council of Public Instruction in lieu of a Minister of Education,"—Principal Bryant, M.A., Galt Coll. Inst.

A summary of this paper appears in other columns.

3 p.m. "Licensing of Teachers,"—Inspector Dearness, London.

8 p.m. "School Hygiene,"—Wm. O'Brien, M.A., M.D., Toronto.

Thursday, August 16th.

The Sections met as before.

In the Public School Section resolutions were adopted, (1) That in the opinion of the Section the Education Department should take measures for enforcing the proper ventilation of school buildings; and (2) that the Public School Section disapprove of an authorization of more than one series of school Readers.

The following officers were elected:—Chairman, Mr. Jas. Duncan, Windsor; Secretary, Mr. F. C. Powell, Kincardine; Directors, Messrs. Robt. Alexander, Galt; S. McAllister, Toronto; Jas. Munro, Ottawa; D. J. Goggin, Port Hope; Inspector McIntosh, Hastings; Legislative Committee, Messrs. K. Doan, W. J. Hendry, S. McAllister, Toronto.

In the Inspectors' Section the following resolutions were carried, (1) That the Public School Inspectors and the Head Masters of the High Schools constitute the Board of Examiners for the admission of pupils to the High Schools, and that they be paid the sum of \$4 per day for presiding at the examina-

tions and reading the papers, the expenses of such examinations to be borne as formerly; (2) That Third Class Certificates be limited to the jurisdiction of the Board granting them; and (3) That the granting of Third Class Certificates (non-professional and professional) be left to the County Board of Examiners.

In the High School Masters' Section the committee on Principal McHenry's address reported, (1) That as the regulation touching the training of High School Masters is now suspended till the end of 1883, and as there is no likelihood of immediate legislative action it would be advisable for this Section to defer until our next meeting any definite suggestions on the subject; (2) That the committee in the meantime issue a circular to the High School Head Masters and Trustees Boards with a view to eliciting general opinion on this question. Report adopted.

Mr. Spotton, Principal Barrie Collegiate Institute, delivered an address on "Science at Junior Matriculation."

The following resolution was adopted:—That in view of the increasing importance of the Natural Sciences, this Section would recommend that some scientific subject be placed upon the programme for University Matriculation at as early a period as may be found practicable; (2) That the matter of the selection and arrangement of the subjects of Matriculation Examinations in Natural Science be referred to a committee composed of Messrs. Bryant, Turnbull and McHenry, to report at the meeting of the Section next year.

The Section appointed the following officers:—Chairman, Hugh I. Strang, M.A.; Secretary, D. H. Hunter, M.A.; Executive Committee, Messrs. Strang, Bryant, and Dr. Forrest and Inspector Smith; Legislative Committee, Messrs. Seath, Embree and Spotton.

The matter of Legislative Aid was referred to the Legislative Committee with Messrs. Read and D. H. Hunter, to represent to the Minister any objections which may exist to the present mode of distribution.

The Convention resumed its sitting at 2 p.m., when the following officers were elected for 1883:—President, G. W. Ross, Esq., M.P.P.; Recording Secretary, Mr. R. W. Doan; Corresponding Secretary, Mr. A. P. Knight; Treasurer, Mr. W. J. Hendry.

The Convention adopted the following resolutions on Religious Instruction in the schools:—(1) That the teacher, as representing the parent, is responsible for the moral as well as the intellectual training of his pupils while under his charge; (2) That all systematic moral training in the schools of Ontario, should be based upon the Christian religion as set forth in the Bible; (3) That the reading of selected portions of Scripture, as a part of the regular daily exercise in all our schools would be a material aid to teachers in the discharge of their duties, in regard to such moral training; (4) That we reaffirm the opinion of the association of last year, to the effect, "that anyone who cannot reverently, humbly and lovingly read the word of God is not fit to be a teacher;" (5) That the Education Department be requested to secure the preparation of a suitable selection of Scripture readings for the schools under its charge.

3 p.m. "Examination and Examiners,"—Mr. C. F. Powell, Kincardine.

4 p.m. "The School Curriculum,"—Mr. J. Duncan, of Windsor.

Owing to the lateness of the hour this paper was not read, but was handed in for publication in the minutes.

The Convention adjourned. The members then paid a visit to the Grange, the residence of Dr. Goldwin Smith, in response to his invitation, and obtained a courteous reception and most hospitable entertainment.

CONTEMPORARY LITERATURE.

REPORT OF THE MINISTER OF EDUCATION
FOR ONTARIO, FOR THE YEAR 1882.
Printed by Order of the Legislative As-
sembly, by C. Blackett Robinson, Toronto.

(*Second Notice.*)

PROCEEDINGS OF THE EDUCATION DE-
PARTMENT DURING THE YEAR 1882.

THE first important subject that meets us in this part of the Minister's Report, is the course of study laid down for the Public Schools. Twelve years ago both the Programme of Study and the Time-table prescribed by the Education Department were made obligatory. Subsequently, only the programme was made binding, and now we are told with regard to the new programme that, "The subjects therein respectively comprised are to be taken as obligatory upon all Public School Boards and Trustees, so far as the circumstances of their schools, in the judgment of the respective Boards or Trustees, will allow." This, we suppose, is the way in the Circumlocution Office of saying that the Boards and Trustees may do as they like. They may "in their judgment" omit from the programme, for instance, one of the three R's, and put in its place Elementary Physics, or the Principles of Agriculture. They may, under the same guidance, curtail the programme to any extent they choose. It remains to be seen whether the judgment of Boards and Trustees generally is so unerring as to render it safe to entrust them with such discretionary power. The Minister evidently thinks that in the process of evolution Public School Boards have reached a higher state of development than those having charge of High Schools; for while the former are allowed to be a law to themselves in deciding upon what shall be taught, the latter have seven subjects prescribed as obligatory—to wit: English Grammar, English Literature, Composition, Dictation, History and Geography, Arithmetic and Book-keeping, Drill and Calisthenics. The Department, however, does not altogether ignore the fact that High School Boards may have some of that good

judgment with which it appears Public School Boards are so liberally endowed, for they are given nine optional subjects to choose from, and amongst these—O tell it not in Gath, publish it not in the streets of Askelon, when Dr. McLellan is present!—are the optional subjects of Algebra and Euclid! Classics and Modern Languages are also placed in the same category. It will thus be seen that the prescribed programme of study for High Schools is simply a defective advanced Public School course. Since History and Geography are among the obligatory subjects, we might reasonably look for them among those prescribed for the Intermediate Examination. But that would show how little we know of the inscrutable ways of the Education Department, for they are placed after Algebra and Euclid, among the optional subjects. The following arrow from Dr. McLellan's quiver shows how he feels upon this matter, and we confess to some sympathy with him. On page 136, he says: "It is believed that nowhere out of Ontario would it be possible for a pupil to graduate from a High School, without having some knowledge of Mathematics, History and Geography." This perhaps is as far as official etiquette would allow him to go. The one redeeming feature in this High School programme is the authority given to the Head Master to regulate the work of scholars in the Upper School, and the liberty to continue there any subject of the Lower School course which he may think fit. That blight upon our High School system, "Payment by Results," has been cast into the limbo of abortive schemes, though not without a wail from Dr. McLellan, one of its originators; and the Intermediate Examination will now take its true place as a promotion examination, for the purpose of marking the progress of scholars in their High School course.

In accordance with a promise contained in last year's Report, the Minister has inserted in this one extracts from documents containing some of his decisions and opinions re-

cently given. These will enhance the value of the Report to both teachers and trustees. From them we learn that a pupil must be considered as a non-resident even if residing with a near relative, as a sister or brother, provided the parent or legal guardian lives in another part of the Province. A candidate for a Professional First Class Certificate must have gained his experience in a High or Public School, and not in a private institution. If a teacher is known to entertain and express infidel opinions, he is liable to have his certificate withdrawn. Trustees have power to remove the suspension of a pupil, and in any case to review the action of the teacher in matters of school discipline. The Minister considers that the authority and responsibility of the master or principal of a High or Public School should be complete. Each assistant master should be responsible to him for the proper and due performance of his duties as such. All persons between the ages of five and twenty-one have the right to attend school.

NORMAL AND PROVINCIAL MODEL SCHOOLS.

The following statistics of the Normal Schools are of interest.

	ADMITTED.		CERTIFICATES GRANTED.	
	Male.	Female.	Male.	Female.
Toronto.....	80	90	56	68
Ottawa.....	55	35	42	27

We have ventured to correct a palpable error in the Ottawa returns, which in the Report show the reverse of what they should do; the numbers admitted being placed in the columns for "Certificates granted" and vice versa.

By these returns we learn that 260 candidates for Second Class Professional certificates were admitted to the Normal Schools during 1882, and that 183, or seventy per cent., of these obtained them. Seventy-four per cent. of the Toronto students were successful, and sixty-six per cent. of those at Ottawa.

The following are the particulars of the ex-

penditure for both the Normal and Model Schools:—

	Salaries.		Work- ing Ex- penses.		Total.	Less Model School Fees.		Net Ex- pendi- ture.		
	\$	c.	\$	c.		\$	c.			
Toronto.	19858	34	4634	04	24492	38	7755	00	16737	38
Ottawa.	16023	00	4388	98	20411	98	6028	50	14383	48
Totals.	35881	34	9023	02	44904	36	13783	50	31120	86

We learn from these figures that the net cost to the Province of both institutions was \$31,120.86. Dividing this amount by 183, the number of successful students, we find that each Second Class Professional certificate costs the country \$170. At Toronto the cost was \$135, while at Ottawa it rose to \$244. If our readers will compare these figures with those that show the cost of the non-professional training of these students in our High Schools and Collegiate Institutes they will find a great disparity, which only the very highest results that can be attained by the Normal Schools would justify. Not only are these results not produced, but the inefficiency of the Normal Schools, despite the large expenditure upon them, has become notorious, and is the lament of every one who has the good of our Public School system at heart. The complaints of the students who attend session after session have become tiresome by their iteration, and are emphasized by the opinions of the Inspectors under whom these students find employment.

Everyone acknowledges that the institution of County Model Schools for the professional training of Third Class teachers has been beneficial. Let us see, therefore, how the expense of Professional Third Class certificates compares with that of Second. The statistics of the County Model Schools are not so complete as those of the Normal Schools, but we can by a little labour make a close approximation to the figures. On page 88 of the Report, we find that the trustees' allowance to masters and assistants in Model Schools was \$4,776, by reference to the Estimates of the Province we learn that the Government allowance to these schools was \$7,500, making a total allowance of \$12,276; to this we must add the

working expenses, and if we add one-fourth (which is about the same proportion as in the Normal School expenditure) we shall be quite safe. This makes the total expenditure in the Model Schools for professional training amount to \$15,345. We shall omit any deduction for the amount of fees paid by students. In the Report of the Model School Inspectors, on page 78, we find the number of students who obtained professional certificates from these Schools in 1882 to be 837. Dividing this into \$15,345, we get \$18 as the cost of each Third Class Professional Certificate. This is about one-seventh of the cost of a Second Class Professional Certificate obtained at Toronto, and one-thirteenth the cost of one obtained at Ottawa. The Minister has shown that he is aware of the desperate condition of our Normal Schools by appointing Dr McLellan with pretty ample powers as "Director." But we fear the Doctor will have to resume his old character, and become the "Directing Mind" of these institutions, to make the dry bones live. To borrow a phrase of Bacon's, he will have to be not only like Argus with his hundred eyes but Briareus with his hundred hands, and even then we shall be very much surprised if he produces any better results than might be obtained from the actors in a Punch and Judy show. However, as an earnest of our desire for success in his new sphere, we shall abstain from any criticism on his first essay as Director, in the instructions he issues for the work of the Normal and Model Schools, though both the matter and form of these instructions strongly tempt one to criticise them.

COUNTY MODEL SCHOOLS.

In addition to what we have already put before our readers, about these hopeful features of our educational system, we would like, if space permitted, to transcribe the principal parts of the valuable report of Messrs. Ross and Tilley, the Model School Inspectors. It is a long time since we read in the Minister's Report a document which contains so many pregnant suggestions and so much practical wisdom; and the best thing the Department could do would be to

revise and amplify the parts containing these, and prepare them as a manual to put into the hands of every Model School teacher and student in the country. The recommendations made in the Report are most of them thoroughly practical, and are well worthy of all the attention the Department can bestow upon them.

The ideas on the subject of hygiene are a little at fault. We quite agree with the Inspectors on the necessity for a proper textbook, but we would arrange the chapters in almost the reverse order to theirs. Ventilation, for instance, we would make the subject of one of the earliest chapters, and we would certainly have a chapter or chapters on respiration, circulation, digestion, exercise and rest, from which practical lessons of the utmost profit to both teachers and scholars could be drawn.

The results of the professional examination of the students in the various schools present some odd features. Ninety-five per cent. of the students who entered obtained certificates, while only seventy per cent. of Normal School students were similarly successful. Of the forty-six Model Schools, thirty-five passed all their students, and of the others, only London, Strathroy, and Hamilton make any approximation to the numbers passed by the Normal Schools. The London Board passed eighty-six per cent., the Hamilton Board eighty-one per cent., and the Strathroy Board seventy-seven per cent. This inequality of results is well worth the attention of the Department. The notion is prevalent that some boards are lax in their mode of examining students, and the consequence is that all pass who remain for the professional examination. To dispel such an idea as this, the Model School Inspectors might be requested to inquire into the matter, and make a special report to the Department upon it. We find that in one-fifth of the schools, the principals are permitted to give their whole time to Model School work. We trust to see this number increased, as these schools come to be set at their true value. We observe the Inspectors recommend a simpler form of Training Register, but they have evidently not given the same careful attention to this

as they have done to more important matters. "Ability to excite interest and secure attention," should be put under the head of "Teaching Power" rather than under that of "Governing Power," while several of the items under the head of "Manner," such as "sympathy," "self-possession," "tact," should go under "Governing Power."

TEACHERS' LOCAL ASSOCIATIONS.

There are sixty-one Local Associations in the Province, with a membership of 4,033, and having assets of the amount of \$4,193.20. The amount of the Government Grant in 1881 was \$2,950. Next to the outlay on County Model Schools, we know of no Government money better spent than this. There may be very unequal work done at the semi-annual meetings of these associations, so far as their public business indicates, but we must not measure the good resulting from this alone. The social intercourse between members, their private discussions on educational topics, their exchange of experience, and the professional spirit that is developed, must be ever kept in view in estimating their value. Year after year we have urged upon the Minister the desirability of carrying out Dr. Ryerson's plan, of having a permanent officer, who could serve as Model School Inspector and lecturer to the County Associations. Let a thoroughly competent man be appointed, one who keeps abreast of the times on educational questions, and who has the power to place his ideas clearly before an audience. Let his time be divided between the Model Schools and the Local Associations, and in addition let him co-operate in carrying out the excellent scheme of a summer course of lectures to principals of Model Schools, recommended in the present report by the Model School Inspectors. We will venture to assert that the money thus spent will produce as good results as the money spent on the Model Schools themselves.

ENTRANCE EXAMINATIONS TO HIGH SCHOOLS.

On pages 100 to 103, there is a tabulated statement of the Entrance Examinations in December 1881, and June 1882, and from it

we learn that there were 9,829 candidates, of whom 4,498, or about 46 per cent., passed. We find great variety in the percentage of those who pass at the various institutions; they range from 16 per cent. at Carleton Place to 100 per cent. at Uxbridge, which again bears off the palm. The only school which approaches this is Newburgh, at which 80 per cent. passed. In addition to these, at the following there were 70 per cent., or over, passed: Omemee, 75 per cent.; Port Hope, 74; Goderich, 73; Welland, 71; and Toronto, 70. Perhaps the remarks of the senior High School Inspector, upon the careless way in which the papers at these examinations are read, in some cases, may partially account for the variety of results at the different schools. The table, as at present arranged, is of little value for purposes of comparison. It would be a great aid to this end if the totals for both "Examined" and "Passed," and the percentage of those who passed, were given for each school. Now that the Intermediate has been allowed to take its proper place as an examination for promotion from the Lower to the Upper School ("from the Upper to the Lower School," are the words in the Report), it is desirable that a similar table should be given for it, showing, amongst other things, the number examined in each school, the number passed, and the percentage passed.

EXTENDED AND TEMPORARY CERTIFICATES.

We have already seen that 837 Third Class Professional Certificates were granted in 1882. On page 105, we find that 363 Second Class Certificates were granted and 7 First; total of all grades, 1207.

In addition to these, we find, on pages 111 and 112, that the Minister extended 621 Third Class and authorized the granting of 249 Temporary Certificates. These make up a total of 870, against 427 in 1881. This shows a very startling increase, and brings the disagreeable fact before us that two-fifths of the certificates granted last year were only of a quasi-legal character.

A year or two ago, a deputation which waited upon Mr. Crooks directed his atten-

tion to the serious consequences arising from the prevalence of these certificates. The Minister held out a prospect of their gradual decrease. What has happened to cause an increase of over 100 per cent.? The only place we have an answer from is the district of Prescott and Russell, which Mr. Summerby, the Inspector, reports "is educationally a decade at least behind the western part of the Province," and "relatively farther behind than in 1871." "Labourers and domestic servants are paid higher wages than many of our teachers." Where the teachers' wages are so low we cannot be surprised that "parents will not incur the expense of paying a pupil's board for the time that would be necessary for him to attend the High School to prepare himself for passing the Intermediate." Hence, while there should be at least forty students in training at the Model School to supply the wants of the district, there were only four in 1881. With these statements before us, we are not surprised to find that in Prescott and Russell not less than sixty-nine teachers are employed on temporary certificates. This, however, is but one district out of forty-three, and we cannot look for the same backward state of education in the western parts of the Province. Should the Minister continue to authorize and extend these certificates in the future, he must expect to see a serious decrease in the number of those who aspire to Second Class Certificates, and as a result, the schools of the country will fall largely under the control of the lowest class of teachers. Of the 621 certificates extended, it would be interesting to know how many were extended on account of special fitness to teach, and how many to enable candidates to qualify for a Second Class Certificate. The only districts that did not employ teachers with these certificates are Durham and Haliburton. All the others employed teachers with extended certificates, and all but twelve those having temporary certificates. As Mr. Summerby has so much experience of the latter, it may be worth while to quote his opinion of them:—"I am every day more and more persuaded that much of the money paid to

teachers holding 'permits' [Temporary Certificates] is wasted."

SEPARATE SCHOOLS.

For the first time we have a report on the Separate Schools by Mr. White, their Inspector. He is evidently not inclined to look at the schools he has charge of through partisan spectacles, and his candid and discriminating criticism will result in good. Like Mr. Summerby, he places a very low value on the Quebec certificates, which are held by a number of French teachers on the eastern borders of Ontario. He declares "that a First Class Certificate from that Province ranks scarcely equal to a Third from our own."

HIGH SCHOOL INSPECTORS' REPORTS.

A stranger who would form his opinion of our Public and High Schools from Dr. McLellan's report would conclude that the representations we make of the excellence of our school system are as delusive as was our educational exhibit at the Centennial Exhibition. The Doctor must surely have been out of health when he wrote it, for it breathes the spirit of a pessimist from beginning to end. Indeed, so jaundiced are his views that he has not even the merit of Madame Blaise,

"Who never wanted a good word
For those who spoke her praise."

We beg his pardon. On looking over his report again we find one exception, and Dr. Purslow of Port Hope is the happy man. His first complaint is of the Local Examiners in the Entrance Examination. Some "do not read and value the answers with sufficient care. Imperfect answers are marked too high, and occasionally even wrong answers are liberally marked." We will suggest an easy and effective remedy for this serious fault. Let the names of the schools that have to receive the scholars so carelessly passed be published, so that we may know not only where the fault but where the merit lies. The Public School teachers who prepare pupils for this examination are next taken to task. The penmanship of candidates is bad,

a good deal of it very bad; their work is badly put down. "Too much telling is done on the part of the teacher, and too little doing on the part of the pupil;" and the Doctor follows this remark with an educational maxim, which he evidently thinks is new to the Minister of Education: "It is not what is poured into a pupil that educates him, so much as what is drawn out of him." Were Dr. McLellan's animadversions less sweeping, they would deserve more attention than we are disposed to give them. Notwithstanding what he has said, excellent work is done in our Public Schools, not merely in the preparation of pupils for the Entrance Examination, for that is a small matter, but in the infinitely more important work of preparing our young people for the duties of practical life, and it would require the authority of a much greater man than Dr. McLellan to convince us to the contrary. He says, in speaking of our High Schools, that literature is not properly taught. If this is so, are not he and his co-examiners on the Central Committee responsible for this, by the character of the questions they put on their examination papers? Witness the literature paper given at the late Intermediate and Second Class Examination. The teaching of science, is, it seems, no better than that of literature, "and as it is easier to find crammers of Latin or French than teachers of science, the tendency is to neglect science." Did it occur to Dr. McLellan that this remark contains an insult to the many cultured gentlemen who *teach* classics and modern languages in our High Schools? While we agree with him in desiring greater attention to intelligent science teaching, we cannot but strongly deprecate his making the lack of it a reason for casting an indiscriminate slur. Dr. McLellan's remarks on the training of teachers are, many of them, just, and merit serious consideration on the part of the Minister. It has been often urged in this journal that the courses in the Normal and Model Schools are too short: the Doctor concurs in this. We quite agree with him that it is as necessary to have trained teachers for our Secondary as for our Public Schools,

not alone as he implies, because they "teach our future teachers," but chiefly because they have charge of the secondary education of the Province. This is their legitimate function. The non-professional training of teachers in our High Schools has not yet ceased to be an experiment. It remains yet to be proved that the course of study suitable for secondary schools is the fittest for those intending to be teachers. But whatever the result may be, there is no doubt of the truth of what Dr. McLellan contends for, that those who have the training of our future teachers should themselves afford the best models of good teaching.

Both High School Inspectors complain that reading is taught only incidentally. As the majority of our High School pupils leave for active life without taking up a University course, it is to be regretted that systematic attention is not given to both reading and writing. The complaint is not a new one, and it is to be hoped that the late change in the programme, and in the method of apportioning the High School grant, will have the effect of correcting this fault.

We have now finished the task we undertook, and in taking up the several subjects we have not hesitated to draw attention to both the excellences and the defects of our educational system. Let us hope that the former will increase, and that in the latter there will be a proportionate decrease.

P. OVIDIS NASONII METAMORPHOSES. Selections from the fifteen books, with Notes and a Lexicon, by George Stuart, A.M. Philadelphia: Eldredge & Brother, 1882.

THIS is another of Messrs. Chase and Stuart's Classical Series, some numbers of which we had occasion to notice favourably a few months ago. Although likely to be of little use in our schools where the *Metamorphoses* is not read for Intermediate or Matriculation work, it may recommend itself to masters for private reading, or for supplying good selections for "unseen work." It is admirably printed on thick white paper and stoutly bound. The notes and lexicon are very well suited to elementary students. They are useful and not pretentious.

THE TRAVELLER, THE DESERTED VILLAGE AND THE ELEGY IN A COUNTRY CHURCHYARD. Toronto: Copp, Clark & Co. pp. 45. Price 10 cents, paper.

THIS is a handy and very cheap edition of the portions of authors prescribed for the Literature Examination at Junior Matriculation, Toronto University, 1884. The Introductions and Notes are brief and to the point. It is very suitable as a working text.

THE FIRST GREEK BOOK, by Thomas Kerchever Arnold, M.A. New edition, edited and revised by the Rev. Francis David Morrice, M.A., assistant master in Rugby School, and fellow of Queen's College Oxford. Rivingtons, London, 1883.

THIS is an old candidate, in new and popular dress, for academic favour. What Dean Bradley did for Arnold's Latin Prose, as noticed in THE MONTHLY some time ago, Mr. Morrice has done for the First Greek Book: he has completely re-written it. He has taken advantage of the accumulated experience of many teachers so to revise and recast the whole that it is practically a new work. The old fabric, old fashioned, elaborate, and ill arranged, has been pulled to pieces, and, with the help of some new material, it has been converted into a modern, simple and

convenient structure. More we need not say at present. Masters would do well to look into this new edition and see what the freshest scholarship and ripest experience in teaching can do in producing an elementary Greek Book. As usual, the publishers have done their part admirably. To say that it is one of Messrs. Rivington's books is sufficient.

CORIOLANUS, with Introductory Remarks, Explanatory, Grammatical and Theological Notes, etc., by Jas. Colville, M.A., D.Sc. [Edinburgh], Head English Master, Glasgow Academy. London and Glasgow: William Collins, Sons, & Co. Toronto: Copp, Clark & Co. pp. 164. Price 35 cents.

MESSRS COLLINS, SONS & CO. are famous the world over for cheap, attractive and eminently useful school books, and this edition of *Coriolanus* does not belie their reputation. It is not too critical for the general reader, nor too popular for the student. There is an excellent Introduction and nearly sixty pages of good notes. The article on the *Versification of the Play* is most useful and appropriate, and to the young student who may not have the Shakespearian Grammar within reach most timely; indeed for this particular play it is better than Abbott.

EDITORIAL NOTES.

A RETROSPECT AND A FAREWELL.

THE experiment of giving to education in Canada a serial that would represent its higher interests, and be the vehicle for the expression of independent thought among the profession has, in the CANADA EDUCATIONAL MONTHLY, been put to a lengthened test. The success the venture has met with is a proof not only that there was room for the publication, but that the objects the promoters had in view in launching it were appreciated. To the writer, as the founder of the publication and for nearly five years its editor, the favour with which the magazine has been received has been particularly gratifying. Appealing to a limited constituency, in a

circumscribed field, and with the drawback of having almost to create its support, its circulation has been a pleasant surprise to us. Moreover, it has enjoyed an amount of favour and exerted an influence which, we are assured, are by no means to be measured by its material success. In the writer's withdrawing from the enterprise, a circumstance which, owing to his approaching departure from the country, he has now reluctantly to announce, the position which THE MONTHLY has attained, and the firm hold we have been assured it has on its readers, are subjects for complacent meditation and cheering thought. In face of the difficulties that have beset the publication, and the disadvantage at which the writer must work who would play the

role of the outspoken, independent critic, that we have commended the magazine to its readers and won, in large measure, the confidence of the profession, are matters of which we may justly be permitted to boast. Our indulging in a little felicitation may seem all the more reasonable when we remember the wreck of literary ventures in Canada, and the precarious life which many of the best of them have led. But the failure of the efforts repeatedly made to sustain periodical publications in Canada makes it less difficult to form a proper estimate of the task undertaken in maintaining the CANADA EDUCATIONAL MONTHLY, and may enable those who care to do so to value our effort at its true worth.

To look back on the way we have travelled, and to recall the dangers that have menaced us, but from which we have had the fortune to escape, suggest lines of thought the consideration of a few of which for a brief while may profitably employ us.

Among the first thoughts that will occur to such of our readers as may, with us, take a glance at the past, the following are likely to suggest themselves. First, that if the magazine has been of any distinctive service to those in whose interest it was founded, it lies in the fact that it has voiced the opinion of the profession on many topics vital to its wellbeing; and secondly, that it has led the way in a fearless discussion of evils connected with teaching and the administration of the Department which, obviously, has not been without effect in either checking or removing them.

It may safely be said that there never was a time in our Canadian annals when interest in educational progress was keener and more universal. Unhappily, while this is the case, it would be difficult to point to a time when our educational affairs would less bear looking into. Neither the machinery nor the system commends itself to favour; and worst of all, as we have repeatedly affirmed, there is no competent head. The Central Committee cannot be said to be a satisfactory engine of administration, and the nominal direction is not improved by being in the

hands of a party chief. Public opinion, however, is now rapidly forming on this point, for party politics, it is well understood, pervade the whole educational atmosphere; and within and without the Bureau much of the administration is shaped by political partialities and official intrigue. Were proof of this wanting, we need point only to the discussion which followed the reading of Mr. Bryant's paper, on "A Return to the System of a Chief Superintendency," at the late meeting of the Provincial Teachers' Association. Eminently discreet in the handling of his subject as was Mr. Bryant himself, there is much in his paper of distrust and censure, which the Government cannot fail to note is the voice of the profession in regard to the administration of the Department; and his words are a practical endorsement of the criticisms of the MONTHLY, in dealing of recent years with our educational affairs. Here is a quotation from Mr. Bryant's address, as reported in one of the city journals, and the conclusions of the writer on the inefficient administration of the Department, and the want of competency and absence of harmony in the Minister's Advisory Board, coming from such a source, are not indifferently to be set aside. Says Mr. Bryant:

"By the inevitable lack on the part of the Minister of a practical acquaintance with the working of the laws and regulations which he administered, it made him dependent upon the advice of others, and this being obtained from whatever quarter he chose, it might not be disinterested, prudent, and well-considered, and so was most likely to be inharmonious with other acts and regulations previously authorized, and thus created dissatisfaction and distrust. He feared that every charge which he had expressed in general terms had been illustrated again and again in the experience of the past seven years. He feared that, in spite of ourselves, we were beginning to feel that a political interest was at least a considerable element in professional preferment. If they examined carefully the regulations of the Department which had been issued for some years past he thought they would find that they bore those marks of heterogeneous origin, inharmonious relationship, and frequently immature concoction, which he had stated must result from the institution of an executive political head practically unacquainted with

what he dealt with and forced to have recourse to irresponsible and arbitrarily appointed advisers."

In this arraignment of the Department, nine-tenths of the profession, we are assured, will concur, for the points made by Mr. Bryant carry conviction to every heart and find an echo in the breast of every man who has experience of our Educational Executive. It is surely a reproach to our system of Education that any body of men knowing what is wanted for our schools, if they do know, should foist Regulations upon them so experimental and conflicting that they become to the teacher a mass of "clotted nonsense," and should so muddle the machinery of administration that the profession can only see in it a whirl of wheels. No wonder that Mr. Bryant and the profession call for a change in the system, and thus enable the friends of good government to get Education out of the hands of party and back to purity and honour. Customs, we know, cling to walls, and the vices of the Education Office have been too deeply rooted to make it safe for the country to be content with anything but a radical change.

The first condition of success in the working of the Educational machine must be harmony, and harmony is impossible where the recommendation of fitness for being called to the Councils of the Minister, besides being a good Grit, seems to be faithlessness, unprofessional conduct, and common-place ability. If in this respect we are to have no improvement, if we are still to see the patronage of the Department made the means of rewarding politicians, if men are always to be made the practical rulers of their fellows in whom the profession have no confidence, and who outrage their position by the most reckless acts and improprieties, then we have seen the best days of our Educational machinery and may now prepare for the reign of the worst. But we have confidence in the better voice of the profession; and in the public mind, we are glad to see, there is a deepening sense of the folly of entrusting our educational affairs to politicians, and of placing the most sacred interests of the country in the hands of unscrupulous men. Our educational

system is worth saving: it is for the profession to say in what way it shall be saved.

But we must return to the subject of our retrospect, which so far, resembles Artemus Ward's lecture on the "Babes in the Wood," which was found to make no reference whatever to the sad tragedy. It will not, I hope, be said that in the still hour of the editorial demise we are so eager for battle that we cannot refrain from rushing once more into the field and smiting the foe. The foe, however, had better capitulate, else—there is a new editor!—it will be so much the worse for the foe. But seriously, we may be allowed to say, that fond as it may be presumed we have been of fighting, we have only desired to fight for the right, and that with honour. Whatever line the magazine has taken on any subject we confess to have been influenced by one motive—for they are one—the weal of education and the good of the profession. In connection with some matters we may have written, and doubtless have written, with more warmth than was perhaps discreet, but we have never consciously done a wrong. The illicit dealings of some inspectors with publishers; the petty intrigues by which they worry and debauch the profession; the occasional irritations of mud-scow journalism; the shameless manner in which text-books have been prepared and then foisted upon the schools; and the moral injury to education which results from its political connections—all these have time and again been the topics which have roused our indignation and perhaps put acid on our pen; but our handling of them has seemed to us the duty of a magazine that shall be true to its name and loyal to the interests that called it into being. We have made mistakes, and have written things we now wish we could unwrite; but we have also, we trust, done in some measure our duty, and acquitted ourselves not altogether without credit.

In laying down our pen we have no little satisfaction in knowing, and having confidence in him, who is to take it up. Mr. Geo. H. Robinson, M.A., late of Whitby Collegiate Institute, is to succeed us in the editorial chair. To his care we commit

THE MONTHLY. To its readers and their continued favour and indulgence, we commend him and it. The new editor has many qualifications for his task, both literary and professional—he has an intimate acquaintance with the affairs of education, has spent many years in its service, and has been an enthusiastic friend and promoter of THE MONTHLY. He will have the continued support and assistance of the present sub-editors, and the hearty encouragement of the Directorate and their friends.

It now remains for the writer to say farewell, and in saying it he would ask the friends of independent professional journalism ever to respond to the duty of the hour. It is in their power to accomplish much for education in being loyal to their organ—THE MONTHLY—and thus loyal to the public service and the best interests of the profession. For ourselves, we may say, that the magazine will not lack a friend, or its future a well-wisher, in him who now takes leave of it.

THE "ROYAL READERS" ADOPTED IN THE NORMAL AND MODEL SCHOOLS.

MR. HARDY, the Acting Minister of Education, has authorized the "Royal Reader" series for use in the Normal and Model Schools at Toronto and Ottawa, and in those of the Provincial Institutions in whole or in part educational in their character, in which School Readers are used. This is the natural sequence of the finding of the Central Committee upon which body must rest, the onus of responsibility in the selection of the Readers. The authorities in this instance are already sufficiently disposed to be logical.

The announcement must be interesting to Messrs. Gage & Co., who a few days ago informed the public and the Secretary of Education, that their own series was the one authorized for use, in the Normal Schools. If we did not know Messrs. Gage & Co.'s peculiar methods of foisting their wares upon School Boards, we might have concluded from their blustering advertisements, that the

Secretary was mistaken in his published refusal, to regard their books as authorized for special use. The public will be glad to know the truth; and the authorities will do well to be logical in this matter also, and have an eye upon the partisans of Messrs. Gage & Co., who seem to be always ready surreptitiously to force their books into a circulation they would never obtain upon merit alone.

THE RIVAL READERS.

THERE is no material change in the situation since our last issue. The Royal Readers and the Gage Series are striving each to possess the land for itself, and the Royal Canadian, unauthorized, but hopeful, wait: but opportunity to dispute possession with all comers. For some unexplained reason the Acting Minister, though warmly pressed, hesitates to take action, and in the meantime grave injustice is done to the Canada Publishing Company.

It cannot be too often repeated that this Company were invited by the Minister of Education to enter into the preparation of a Series of Readers, that they entered into the project in good faith, and that they spared neither time nor expense to produce a set of Readers worthy of the country; that, further, they from time to time received suggestions from the Minister respecting the books and acted upon them, and at no time were led to believe that difficulties would be raised as to their authorization. It is no secret that the Central Committee are not unwilling to reconsider the whole question of School Readers, and that some members of it, who had no opportunity of letting their voices be heard when the decision was made, are chafing under a sense of the manifest injustice that has been done to the Canada Publishing Company.

We have already expressed our view that the method of obtaining a new series of School Readers was not the wisest, and that only one series should be in use; but now that at least three series have been prepared in good faith, and two have been authorized, we can see no good reason for

refusing recognition to the third. Many competent critics regard the Canada Publishing Company's Readers in no respect inferior to the others. They have been prepared by a syndicate of experienced Canadian teachers and inspectors; they have been printed and published in Canada, and, for these reasons, they deserve fair treatment from the authorities. To delay recognition is, we repeat, only to intensify the evils that have recently cropped up in our educational system.

GRIP AND THE RIVAL READERS.

OUR facetious contemporary *Grip*, who by the way is generally right upon educational matters, thus hits off the Reader situation in lively fashion. A small boy of rueful countenance and with arms full of books on which may be seen "Royal," "Canadian," and other familiar battle cries, is put on by the teacher to read before the school visitor who happens this time to be no less a personage than the Minister of Education. Thereupon the following dialogue takes place:—

Pedagogue.—Now, Johnny, I want you to read for this gentleman—the Minister of Education.

Johnny.—Yessir. But wot Reader shall I read out of?

And Mr. Grip, adds a little homily to his cartoon, the burden of which is—confusion worse confounded.

Very well, Mr. Grip, *macte virtute!* your moral is good, but your picture might be better. Next time, pray, do not make your typical teacher a hydrocephalous, blue-eyed, bandy-legged, ill-conditioned, under-bred-looking fellow, got up in mediæval costume. This, look you, friend, is not a true type of teachers now-a-days. There are very many of them, just as large a proportion as in other professions, gentlemen both in reality and appearance; and there is not one of them, mark you, who is ambitious to be, and very few who deserve to be, called by that odious word—pedagogue.

PUBLISHERS' MISCELLANY

MESSRS. W. WARWICK & SON have met with exceptional success in their republication of certain English Magazines. The sale of *The Boy's Own Paper*, *The Girl's Own Paper*, *The Leisure Hour*, and *Sunday at Home*, has been almost phenomenal. The Canadian home that has not one or two of these bright, wholesome and entertaining magazines as regular visitants is yet incomplete. In our own opinion *The Girl's Own Paper* is without a peer as a family paper. Mothers and daughters, who do not know it, make its acquaintance, and you will have added much to your pleasure and comfort. It is no mere child's paper.

THE teachers that take an interest in football, cricket, lawn tennis and other athletic amusements will do well to read Mr. Windrum's announcement in our advertising columns. He has an excellent and varied stock, and for years has furnished goods to University College, Upper Canada College, and other institutions. Windrum's is just the place to get a good foot-ball, or bat, or prize for college games. He has special facilities also for supplying plated goods and jewellery. Write to him, or call upon him, and you will not be disappointed.

WE have much pleasure in directing the special attention of inspectors and teachers to Messrs. Hart & Company's advertisement. They are the agents for the celebrated patent Globe Files of Cincinnati. The files and appliances are marvels of cheapness and utility. In inspectors' offices and schools where papers and documents rapidly accumulate they are indispensable. We have the Letter, Scrap and Pamphlet File in use in our own office, and I would not be without them for ten times the cost. Inspectors and teachers visiting the Exhibition should not fail to give Messrs. Hart & Company a call.