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# Educational Weekly

Vol. II.

THURSDAY, JULY 9, 1885.

Number 28.

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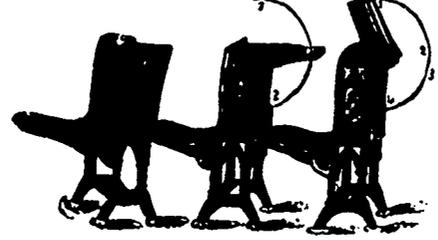
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# The Educational Weekly.

TORONTO, JULY 9, 1885.

To those of us occupied in the higher spheres of life many men seem to be employed in low and unworthy fields. We are apt, too, to regard them with pity if not contempt. Some of us cultivate nothing but vegetables. Others of us devote our whole attention to flower gardens. And the latter not seldom look down on the former. We forget that, perhaps, of the products created by these two classes the vegetables are the more important to the community. We forget, too, that although the market-gardener's roses are sometimes sorry things, they are not so sorry as the florist's cabbages.

MANY men imagine that it is possible to absorb knowledge, no matter what the plan of absorption may be. They pay little or no attention to the means employed to gain information, and are content to believe that as long as they are learning something and remembering it they are doing all that is required of them. We may say at once that, as far as teachers are concerned, this is not all that is required of them. We have before this spoken on the advisability, the necessity, of systematic study. Few recognize all that is included in this term. We have met men who were religiously bent on reading through daily so many pages of an encyclopædia. This, it seems to us, is gathering a heap of pebbles. No structure could be raised with these. What we want is stones and mortar—stones hewed out with care and patience, first those for the foundation, then those for the superstructure.

THE majority of our schools and colleges have been indulging in those proceedings so fraught with every description of emotion from fear and trembling to vanity and conceit called "closing exercises."

We suppose they do good to the ambitious student by stimulating his ambition, and perhaps they do little or no harm to the unambitious student since they do not much affect him. It would be interesting to make a thorough analysis of the reasons for which the "closing exercises" are performed, and of the influences they are supposed to exert. Both are no doubt complicated. But still we cannot but think that such analyses should be made. We are too apt to follow the customs of our ancestors without taking into consideration the whys or wherefores. As "closing exercises" exist at the present day they seem to be chiefly an opportunity for the masters to show how extremely affable they can be, for the

pupils to show how extremely clever they can be, and for the parents and spectators generally to show how extremely gratified they can be with both masters and pupils. Each school always has "the most successful affair ever known in its history," and the mutual congratulations of masters, pupils, and spectators, are abundant and apparently sincere. Apparently. This word raises thoughts. Is there not in all "closing exercises" more or less insincerity—and generally more? And is not this evident? And if evident is it not pernicious? We remember a pupil who, in after life, was never tired of referring to a sentence always uttered in the farewell speech of his headmaster—a master very much addicted to inflicting corporal punishment of a very severe character. The sentence was: "If I have hurt any of your feelings I apologize." The manner in which the pupil referred to repeated this sentence spoke volumes. Doubtless "closing exercises" can be performed sincerely. But are they?

How few there are, of those whose good fortune it is to have a holiday at this season of the year, who enter upon it with any definite idea or intention as to the mode of its enjoyment! There must be some reason for this. And does it not lie in the fact that most men simply look forward to a vacation as a "rest"—however vague a notion may be entertained as to the particular character of that desideratum, and trust to time to bring forth amusement and entertainment as circumstances demand? And is not this the reason, too, why, to so many, the end of a holiday season comes with disappointment and regret, instead of with pleasant retrospect?

Of course there are some of whom the above cannot be said. There are those whose holiday allows them but time to rush off to some favorite haunt and rush back again to work;—these need take but little thought or trouble for the morrow, as to how it shall be spent. There are those, again, to whom each recurring season brings the same prospect of holiday enjoyment, the same camping-ground, or trout-stream, or farm, without the necessity of the hesitancy, perplexity, and doubt, so often involved in that great task of making up one's mind. And there can, probably, be also included among our exceptions the class whose habit is to resort to those places which men (and women) frequent in crowds, to see and to be seen;—for this is easily accomplished, that being the object of almost all large concourses of people, in hot weather. But all these together make up a small minority; there remain the great majority before re-

ferred to, and the small number—the "remnant," who do enter upon a holiday with fixed plan for its enjoyment in a true sense.

No two men can get the greatest good out of a holiday in exactly the same way. Individual inclination must rule; and that will be the surest and most reliable indicator of physical and mental needs. He who is worn out with excess of mental toil will desire mental rest, and exercise of body. To him over whom has come weariness with intellectual effort in one narrow groove, will come likewise a longing for exercise in other congenial lines of study, the freedom to renew acquaintance with favorite authors, hitherto prohibited, adding pleasure to the zest of change. This is a pleasure akin to that derived from foreign travel, which is, or ought to be, but a change of thought and study, and that by no means the least valuable. But travel is a relaxation within the reach of so few that its advantages need not be dwelt upon; we are speaking of the possible holiday of the many, not of the more fortunate few.

And to all but that fortunate few, are not books a holiday necessity? Indeed, are they not essential to the true enjoyment of a holiday, at home or away? Surely there can scarcely be a greater pleasure, in the anticipation of a vacation, than that to be derived from the cumulation of books against a quiet week or month of freedom from the toil and slavery of daily routine. What a delight to revel in the field of authors as inclination leads! One can understand the enthusiasm with which the journalist in "Mr. Isaacs" could relieve his newspaper-drudgery by an evening spent in "sharpening his faculties" with Kant's "Critique," or the eagerness with which Carlyle would rush off from work upon his "French Revolution," to read novels for a fortnight in the country. With both, freedom from daily toil was but the occasion for work, equally valuable, in other directions;—perhaps more valuable, because undertaken with freer choice and deeper interest.

For is not every true holiday but a change of work? If this be so, how great the importance of preparation of work for such a season! And how easily-intelligible the disappointment of those who but vaguely look forward to a holiday season as a time of rest, which is no rest—as an occasion to use one's time and means in giving pleasure to one's self and to others, which, having no object, ends in discontentment with both one's self and others, and with one's self most of all.

## Contemporary Thought.

PRESIDENT WHITE, having resigned the Presidency of Cornell University, is said to have in view the writing of a constitutional history of the United States.

"CULTURE is indispensably necessary," says Matthew Arnold, "and culture is reading, but reading with a purpose to guide it, and with system. He does a good work who does anything to help this; indeed, it is the one essential service now to be rendered to education."

A MAN who has no time to read the daily papers may as well say he has no time for business. Reading men rule the world and teachers are no exceptions to this general rule. The progressive teachers are the reading teachers. The successful teachers are the progressive teachers, and these are they who receive the appointments and promotions.—*Indianapolis Educational Weekly.*

"NOTHING tends to check the development of the mind and character of the young so much as what used to be called 'setting down.' Unless people are preposterously conceited, or intolerably forward, snubbing is a bad regimen. You might as well think to rear flowers in frost, as to educate people successfully on reproof and constant criticism. Judicious flattery is one of the necessities of life; as necessary as air, food, or water."—*London Truth.*

ONE of the most successful teachers of the country states as the essentials of the best teaching, the following: (1) A high order of personal character and an aptitude for the work; (2) accurate knowledge of the nature of the child to be trained; (3) a thorough acquaintance with the subject to be taught; (4) a knowledge of method based on psychology on the one hand, and the logic of the sciences on the other; acquired skill in actually organizing, governing and teaching children. This statement of the essential emphasizes one that too often is overlooked, viz.: that a method must be based on the logic of the science with which it is concerned. This is "the method of the subject," and is the co-ordinate of the "Law in the mind."—*School Education.*

THE chief interest pertaining to the history of the Michigan University lies in its dependence upon the State, in which respect it is, of course, typical of a large number of Western institutions of the same class. On the whole, the relation, here as in Wisconsin, has been such as to confirm the wisdom of these State foundations. The temptation on the part of the body which sustains, to interfere with the working of the university is constant, but the courts have kept this in check to some extent, as in the case of the Legislature's endeavor to force homeopathic professors upon the medical school. In the end, the Legislature founded a special college for this school, and then, of course, the Regents had no objection to supplying it with professors. An irregularity in the financial conduct of the Laboratory led to a legislative "investigation," and that to the importation of politics into the controversy. Still, the university has kept pretty clear of entanglements. It is perhaps worth noting that chapel exercises were compulsory from the start, and twice a day. Afternoon prayers were given up when the dormi-

tory system was abandoned. For a dozen years there has been no compulsory attendance at the chapel. Harvard, therefore, so far from setting an evil example of innovation, as Dr. Peabody fears she might, will be at least half a generation behind Michigan.—*The Nation.*

It is a very generally expressed opinion, that any person can become an acceptable teacher. A more mistaken idea never found lodgment in the mind of man. No other vocation demands such peculiar, ingenerate qualifications and requirements to render the teacher's work satisfactory. There are numerous pursuits and various employments that can profitably occupy the time, and will well remunerate mankind in this world of material interest, of manual labor, and of intellectual efforts. But let no one adopt the occupation, or long continue in so important a calling as that of a teacher, unless irresistibly drawn to the vocation; unless with his whole being he can throw himself into an arena which calls forth his unflagging energy, his most earnest endeavors to stimulate and uplift, direct and guide, the mind and soul of the young committed to his trust. Imbued with such a spirit, governed by principle, and constantly manifesting in full force those peculiar characteristics in manners and personal influence that win, encourage, and hold in willing obedience all mental efforts, the teacher will not fail to inspire the young student with that energy and ambition to reach the goal for which he is striving. Such a teacher will be rewarded by the conviction that his labors will bring forth fruit for the harvest, and that he will not have lived in vain, if he has been the means of directing and developing the lives of men whose work shall live after them, whose influence becomes limitless, and goes down to generations in the ages yet to come.—*N. E. Journal of Education.*

THOMAS ARNOLD believed in boys—not that they were all good nor that they were all bad. He accepted them as they were, full of boyish traits, distorted, many of them, by wrong treatment, and sought to train them. He trusted them as he saw they could be trusted and they learned to hate deception. If they came to him irreverent, with low aspiration and untrained wills, he set about cultivating these powers. With a profound faith in the power of human influence he went to work among his boys, coming into the closest personal relation with each of them. He taught them formally, placed before them high ideals of character, and kept in continual activity those powers which he had under training. Arnold demonstrated with wonderful force the susceptibility of child life to be molded and the boundless resources of one human being in influencing another. He saw that in getting his boys into the proper spirit for their work in Rugby he was but anticipating their needs when they should leave school and become men. The belief that there are forces that win even in the most difficult cases should be the last to leave the teacher. Pervading and presiding over every faculty of his being should be an unshaken faith that the realm of possible things in his work is one almost infinitely broad. The world's great teachers have been filled with this faith. He who would do much must believe that much can be done. The measure of faith, aspiration and preparation is the measure of power. What our schools may be depends mainly upon what we as teachers are willing to be.—*Ohio Educational Monthly.*

IN Germany, as in America, the amount of salary depends upon circumstances: such as sex, amount of experience, character of the position, locality, etc. A German teacher begins with a salary of from two to four hundred dollars per annum, and receives an increase from time to time until it amounts to from five to eight hundred dollars for ordinary teachers, and from seven to twelve hundred dollars for principals and directors. But few reach a salary of twelve hundred dollars. Perhaps one-tenth of the teachers are females, who receive about seventy-five per cent as much as the male teachers in corresponding places, but who seldom get a place paying four hundred dollars. Women are employed in the five lower classes in girls' schools, and in the two lower classes in boys' schools, in some parts of Germany, but this is by no means general. They are always employed to give *Handarbeit* lessons (knitting, sewing, fancy work, etc.) to girls. In Prussia the tendency is to increase the number of female teachers, and many young ladies are fitting themselves to meet the rigid examinations of the government. This increase is looked upon with some coldness by the male teachers as an innovation, and because there are thousands of young men who stand ready to enter the lists as teachers, should there be openings to warrant it. But there are thousands of young women too, and why should the door to this vocation, for which they are so eminently fitted by nature, be closed to them? These times are pregnant with universal advancement, and one of the surest indications of it is the increased respect accorded to woman.—*The Practical Teacher.*

IT is strongly questionable whether it is an un-mixed good to substitute the kindergarten's skill for the mother's care, and whether the kindergarten does not excite in the children an abnormal appetite for excitement and change. The so-called "Quincy System" has no doubt drawn attention to the value of cultivating thought and expression, of using the pupil's curiosity, and of allowing the teacher ample freedom. It is but an expression of principles and methods which have long been received and acted upon. It has been a little louder and more pretentious than other statements of the same principles and methods, and that its truth should be mixed with error would naturally be expected from a system that needs for its advocacy the exaggeration of its own merit to the caricature of other systems. Curiosity is a strong trait and may be used advantageously. The pupil should be kept interested, and study should not be continued to the point of disgust. The teacher's powers should be untrammelled and she should feel her responsibility. It is well to prevent ironclad systems from destroying common sense. It is well to keep the child under loving discipline rather than under despotic government. It is well to know and respect the natural tastes of the child. All these are well. But it is also well to beware that idle curiosity does not take the place of thoughtful inquiry; that the disposition to flit from thing to thing with every passing whim does not take the place of the steady pursuit of one subject. We cannot—we would not take away from the business of learning all the labor and drudgery, all the toil and tears. One of the chief factors in the formation of character is the power of long, continued and intense application.—*Ex.*

## Notes and Comments.

OUR principal contributors this week are Messrs. A. H. Morrison, Brantford Collegiate Institute; W. Tytler, B.A., Guelph High School; and W. A. Sherwood, O. S. A.

WE have much pleasure in announcing that Miss Churchill, so well and favorably known to our readers as a teacher of Elocution, will soon write a series of special papers on Voice Culture for our columns.

MANY a sharp so-called "business man" outruns his rivals in the race for life by-cutting corners. The unthinking envy him his shrewdness. But before the presentation of the prizes in all likelihood the stewards will rule him "out."

THE Macmillans announce an important history of English literature, four volumes, each by a writer who has made it a special study. The period of pre-Elizabethan literature will be written by Rev. A. Stafford Brooke, the age of Elizabeth by Geo. Saintsbury, the succeeding period by Edmund Goss, and the period from Cowper to the present day by Prof. Dowder.

IN reply to a correspondent we may state that, so far as any information yet made public goes, it is not the intention of the Department to increase the length of the Normal School Session for second-class professional candidates. As contemplated amendments are generally submitted for the consideration of the teachers of the Province before being brought into operation, we may fairly infer that there is no prospect that any change in the length of the normal school sessions will be made for some time to come.

LEGISLATION has been secured whereby vagrant or unruly boys can be sent to an industrial school. Several of the prominent citizens of Toronto, among whom is the Hon. W. H. Howland, are endeavoring to give this enactment effect by securing funds for the establishment of such a school. A grant of 50 acres of land near Mimico Station has been made to it by the Ontario Government. The promoters of the undertaking have the sum of \$15,000 in cash towards the buildings. A further sum of \$10,000 is required. The expense of maintenance when the school is in operation will be borne by the parents of the children or the municipalities, the school boards, and the Ontario Government. It is estimated that about 1,000 children are brought from the old country and settled in Canadian homes annually, while numbers of Canadian children are allowed to grow up in ignorance and crime, without anything being done to rescue them. The patriotic efforts of those who are working for the highest interests of the waifs of our own towns and cities deserve the most substantial encouragement.

THE New Illustrated Geography and Atlas, by W. G. Campbell, has many excellent features. It has 36 full-page colored maps, designed by J. Bartholomew, F. R. G. S., which are deserving of special notice as one of the most commendable parts of the book. The county maps, which are large, full, and accurate, show the position of the various townships, villages, post offices, etc. Confusion in the maps is avoided by having several of each continent or country. For example, there are physical maps, political maps and commercial maps, each designed to show special characteristics of the area which it pictures. The questions on the maps seem to be full enough to guide the student in the use which he is to make of them. The physical features of each continent and of the more important countries are shown further by means of physical views. The book is fully illustrated, and the descriptions of the various countries, the accounts of the products, people, etc., are good. The analytical views following each of the earlier lessons will serve as a guide to the pupil in the preparation of the lessons. The important facts are made conspicuous by being printed in faced type.

THE query may very naturally occur to the mind of any intelligent observer, why have we so many different grades of certificates for public school teachers? There are third class certificates; second class, grade B; second class, grade A; first class, grade C; first class, grade B; and finally, as the token and guarantee of the highest wisdom and the most finished scholarship which our public schools boast we have first class, grade A. It would puzzle any one not hopelessly bound up in red tape to imagine any reason why there should be so many rungs in the professional ladder, and so many steps to be taken before one finds himself at the summit. What reason can be given for having two grades of second class certificates, which would not apply with equal force to third class? The division of teachers of that class into two grades is one which is not attended with any practical advantages, but one which seems to result mainly from a love of classification, which would be a treasure to any botanist or a collector of old coins. Then why should there be three grades of first class teachers? The extra work on which those who seek grades A and B of this class are examined is a sufficient reason for having two grades; but are not three too many? We should be happy to have the views of our friends on this matter.

THE Boards of Arts and Legal Studies of Toronto University have made a report to the Senate in which they express the opinion that it is desirable to delay the organization of the proposed new departments of Political Economy and Civil Polity, Constitutional

Law and Jurisprudence, until the Senate can have the advice and assistance of the professors whom it is proposed to appoint in these subjects under the scheme for university confederation, and the students can enjoy the benefits of their instruction. There is also a minority report which urges on the Senate the necessity of taking immediate action in order to admit of the incorporation of the proposed scheme in the Arts Curriculum which is now under going revision. We think there are weighty reasons for making no further delay in the organization of the new department. The work of this course has been planned already in accordance with the directions of the Senate. If confederation takes place, there will be no inconvenience in transferring the subjects of this course to the new university professoriate; if confederation does not take place, it will be much better to have the requisite changes embodied in the new Arts Curriculum when it is first issued. The reports will probably come up at an early meeting of the Senate for consideration, when it is to be hoped the Senate will adopt the scheme and enact the legislation necessary to give effect to it.

IT was only a few days ago that we saw a system of phonotypy which introduces no new letters. This is the invention of Mr. Caleb P. Simpson, barrister-at-law, Leamington, Ontario. Mr. Simpson has with commendable industry invented an alphabet, adapted to our present orthography and letters, and also to a purely phonetic type and spelling. He proposes to add certain diacritical marks to each letter, and each marked letter is acquired as a separate symbol. Each character stands for but one sound, and once the alphabet as marked is learned, the child, it is contended, will find no difficulty in acquiring new words for himself. The question would remain to be decided by experience, whether the additional ease in finding out new words which would result, would compensate for the extra time spent in learning the marked letters, of which there are no less than forty-seven to represent the vowels. We need scarcely say that it is not necessary for the pupil to learn all these at the outset; they may be introduced as needed. It is claimed that the marks which are added to the ordinary letter can be dropped subsequently without inconvenience to the learner. The adoption of this system of teaching reading would involve the printing of a special series of text-books for beginners. The inventor is anxious that his alphabet should be brought under the notice of teachers, and its merits discussed. Whatever these may be, all students of English will be interested and benefited by an examination of this new phonetic alphabet. We understand that Mr. Simpson will endeavor to have the subject brought up at the next meeting of the Ontario Teachers' Association.

## Literature and Science.

### WELCOME!

TAKE our hands, dear Russell Lowell ;  
Our hearts are all thy own,  
To-day we bid thee welcome,  
Not for ourselves alone.

In the long years of thy absence  
Some of us have grown old,  
And some have passed the portals  
Of the Mystery untold ;

For the hands that cannot clasp thee,  
For the voices that are dumb,  
For each and all I bid thee  
A grateful welcome home !

For Cedarcroft's sweet singer  
To the ninefold muses dear ;  
For the Seer the winding Concord  
Paused by his door to hear ;

For him who, to the music  
Of the hemlock and the pine  
Set the old and tender story  
Of the lorn Evangeline ;

And for him the three-hilled city  
Shall hold in memory long,  
Whose name is the hint and token  
Of the pleasant Fields of Song !

For the old friends unforgotten,  
For the young thou hast not known,  
I speak their heart-warm greeting :  
Come back and take thy own !

From England's royal farewells,  
And honors fitly paid,  
Come back, dear Russell Lowell,  
To Elmwood's waiting shade !

Come home with all the garlands  
That crown of right thy head.  
I speak for comrades living,  
I speak for comrades dead.

JOHN G. WHITTIER.

Amesbury, Mass., 6th Mo., 1855.

### MARK PATTISON.

THE conditions of the literary life in America are less determined than they are in England. The only organization within which authorship may be said to find substantial shelter is journalism, and this profession is so exacting and so inimical to most forms of literature, that those who have most serious thoughts of the literary life are rather desirous of escaping from journalism than of using it as a vantage ground. It might seem at first blush as if the universities and colleges would offer a desirable fastness from which to send out ventures in literature ; but the academic life is a somewhat sterile one ; it is with us so identified with the pedagogic that the energies of the professor, if they move the production of books, are most likely to be occupied with tools of the profession. Text-books in abundance issue every year from college faculties, but very few contributions to humane literature. The

academic life again is so specialized that even the professor of English literature rarely produces work upon which his successor or associate may comment. His attitude toward the subject of his teaching is too critical to allow him much freedom of mind, and he is besides so conscious of his position that he is undermined in his resolution, and rendered abnormally sensitive to the criticism of others as well as of himself. The professors in other departments are still further removed from the possibility of being *litterateurs* by the whole course of their training and the limitations of their profession.

The constitution of the English universities, on the other hand, directly encourages and sustains the literary life. This is not to say that literature in its freest expression is not there, as here, outside the walls of the college, but that a man of literary taste and ambition may deliberately possess himself of academic situations which will make it possible for him to lead a literary life, free from fret and carking care ; and also that the prizes for scholarship offered by the universities distinctly suggest to the student literary occupation. A man, in other words, with fortune enough to secure him a university education, may hope to win a Fellowship which will demand only slight academic duties, leaving him free to devote himself to literature ; and a student devoted to learning who falls into such a place will, by the very force of his own nature, be urged into literary production. Thus the university, by a provision which enlarges the scope of university life, is more than a training-school for immature minds ; it is a society of scholars, and as such, directly encourages and sustains the literary life.

The Memoirs\* of the Rector of Lincoln College illustrate this point in an interesting fashion. He represents a distinct class of professional Englishmen. To the learned professions is added one so clearly defined as to offer a goal for ambition as well understood and recognized as the army, the church, or the bar. "There never was any question as to my destination. It was assumed from the cradle upwards that I was to go to Oxford, and to be a Fellow of a college. From about 1825 [when he was not twelve] onwards, a Fellowship of Oriel was held up to me as the ideal prize to which I was to aspire. I was never diverted or distracted from this goal of ambition by any alternative career being proposed to me. I was to go to Oriel, of course, as a commoner—there were no scholars in those days—and then it would depend upon what talents I might give proof of whether a Fellowship of Oriel were within my reach or not." He went to Oxford to reside in 1832, and his

\* *Memoirs.* By MARK PATTISON, late Rector of Lincoln College, Oxford. London: Macmillan & Co. 1885.

life thereafter was passed under academic influences. For fifty years a resident member of the university, and for at least the latter half of that period one of the most conspicuous figures there, well may he conclude his memoirs with the words :—

"There seems to have fulfilled itself for me that adage of Goethe which, when I first came upon it, appeared a mere paradox :—

'Was man in der Jugend wünschte,  
Hat man im Alter die Fülle.'

Of that which a man desires in youth of that he shall have in age as much as he will."

We speak of him as a conspicuous figure at Oxford, but there is a charmed circle in England, as in every highly organized people, within which dwell men and women who are without fame in the wide world, yet have a positive reputation among the historians of fame, so that, as in the case of Mark Pattison, one such cannot die without instantly giving rise to long obituaries in the leading journals. Probably many Americans heard for the first time the name of this Oxford scholar when they read in the English weeklies of his death, and found the papers for weeks afterward occupied with reminiscences and characterizations.

His contributions to literature, few in number, are of a high order, and are likely to preserve his fame more even than this autobiography, which will serve to explain him to those already interested in his career. His Isaac Casaubon, especially, a masterly piece of biographic work, will bring him the respect of all students of literature. If he could have written his study of Scaliger he would have placed himself even more emphatically in the ranks of the greater men of letters in England. These works, as well as his study of Milton, came near the end of his career, when he had firmly established his reputation among his peers. The very lateness of the fruit is characteristic of the slow ripening of his powers, but none the less does his literary production confirm what we have said as to the aid which the university affords the literary life. Pattison was predestined for literature, and yet, when one studies the conditions of his life, it seems impossible to believe that the results finally reached could have been attained by him in any other profession.

Indeed, the slowness of his development and the long concealment of his consciousness of a vocation give a singular charm to his Memoirs. He seems to look upon his youth and early manhood with an odd mingling of pity and contempt. The frankness with which he writes makes the book possess the true flavor of autobiography. He is concerned with his mental and spiritual growth, and so deeply interested in it is he that he is willing to spread upon the record the testimony of his memory to what can scarcely be regarded as less than donkeyish stupidity in youth. He was sent to college,

and accepted the destiny planned for him apparently without a doubt as to its wisdom. Under conditions of extreme poverty it is hardly credible that he would have been selected for an academical career. Trollope deliberately disclosed his own slowness of development in his autobiography, and Pattison's revelation of his dulness may be placed above Trollope's for candor and penetration. Trollope turns upon his boyhood with a half-revengeful air; Pattison is curiously interested in the young fellow whom he remembers, and relates tales of his *gaucherie* and general mental clumsiness which would amaze one if he did not perceive that the author was all the while intent on a psychological study. He had not had the rough introduction to life which a public school gives; he had been brought up in a Yorkshire rectory, amongst women chiefly, leading a solitary life and fumbling about for the thread of his being. Thus, when he went up to Oxford he was thrown into a singular bewilderment. He could not adjust his preconceived notions of the place and life there to the actual facts and conditions; least of all could he adjust himself to his surroundings.

"I was not all at once made aware," he says, "of this want of conformity between myself and others of my age; I arrived at the apprehension of it slowly, after many vain experiments and successive failures to establish a good understanding with one after another. . . . My weakness of character was such that I came to the conclusion in the end that the fault or defect, whatever it might be, was in *me*. They could not be all wrong, and they seemed to have no difficulty in getting on with each other. My boyish inexperience was such that I could not understand how it could be that the others, many of whom were below me in attainments, were before me in manliness of character; that they dared to assert themselves as they were, while I was deficient in character, and hid, instead of standing by, the small amount I possessed. This inability to apprehend the reason of my social ill success had a discouraging consequence upon the growth of my character. I was so convinced that the fault was in me, and not in the others, that I lost anything like firm footing, and succumbed to, or imitated, any type or set with which I was brought in contact, esteeming it better than my own, of which I was too ashamed to stand by it and assert it. . . . The consequences to me of this relation to others did not end with mutability and chameleon-like readiness to take any shade of color. The sense of weakness being thus daily and hourly pressed upon me grew internally painful. I felt humiliated and buffeted, and as if I were destined to be the sport and football of my companions. Out of this consciousness grew a general self-consciousness, which gained ground

rapidly upon me, and became a canker in my character for years afterward. I, who had come up to Oxford a mere child of nature, totally devoid of self-consciousness to such a degree that I had never thought of myself as a subject of observation, developed a self-consciousness so sensitive and watchful that it came between me and everything I said or did. It became physical nervousness. I thought every one was watching me; I blushed and trembled in company when I spoke or moved, and dared not raise a glass to my lips for fear it should be seen how my hand trembled. Before I said anything I had to think what would So-and-so think of me for saying it. A morbid self-consciousness was in a fair way to darken my life, and to paralyze my intellect."

He makes a faint defence of this "dressing the window for customers" as probably an inherited failing, and remarks in passing that his sister, who lives in literature as Sister Dora, in Miss Lonsdale's book—"romance," Pattison calls it—showed the same tendency. "She spent a faculty of invention," he remarks, a little viciously, "which would have placed her in the first rank as a novelist, in embellishing the every-day occurrences of her own life." It is more to the point to observe that his own mental and physical awkwardness, largely the result of his isolation followed by a sudden plunge into the world, gave way not before resolution, but before the gradual command which he acquired of himself under the discipline of a will set doggedly to attain the result for which he had been sent to Oxford. Again and again he fails to secure a Fellowship and the reader is disposed to think that this period of failure was really a more determining one in Pattison's mental and moral development than the autobiographer recognizes.

The whole book impresses upon one the power which this university life has to absorb the thought of a really strong man. In looking back upon his earlier days, Pattison is stirred by the recollection of the academic battles. It is true that he writes from within the walls which he had never left, but he writes after an enlargement of mind through contact with great religious movements, with scholarship, and with literature, which would seem sure to correct a too narrow and parochial view. How moved he was by his final success in securing a Fellowship appears when he writes:—

"I had seen with the despair of an excluded Peri all the gates of all the colleges shut against me, and here in the most unlikely quarter of Oxford, I had really got the thing I had so eagerly desired. I was quite off my head for two or three days, and must have exhibited myself as a *jeune étourdi* in the eyes of the Rector and Fellows of Lincoln." It is noticeable, however, that the attainment of his wishes, so far from

making him merely complacent, was really the means of a further development of his powers, for it was not long before he was heartily engaged in effecting reforms in the management of the college. So completely did he identify himself with Lincoln that when his failure to be chosen Rector resulted in a reactionary movement, he became almost paralyzed in his will, secluded himself, and led for a long time a half-torpid existence. Again his defeat opened the way for a larger, wider interest, and he took part in the general movement of university reform. He was finally chosen to the office which he had lost, and the tenor of his life thenceforward moved on without much disturbance.

We have omitted to dwell upon the religious side of Pattison's character, though it forms an interesting, and to some justifying, portion of his autobiography, because we desired chiefly to call attention to the picture which his life presents of a scholar's career, with special reference to the bearing it has on the literary life. The doggedness with which Pattison overcame difficulties, the half-blind manner in which he pushed forward in his studies, and the final breadth and accuracy of his learning might have been repeated in other forms had he been thrown upon the open world of London; but it is clear that the half-monastic life which he led was singularly adapted to shape a character so divided in weakness and strength as his was, and to occasion at last the literary productions which certainly would not have proceeded from him under other conditions.

The university, however, is not the only English organization which fosters literature and makes a vantage ground for the man of letters. As it is demonstrably more efficient in this respect than its American congener, so the civil service of England has offered a more convenient shelter for the *litterateur* than the same service in America. Our Government, indeed, has not been slow to recognize authors, but it has been chiefly in the way of rewards in the diplomatic service for those who have already won a certain distinction. Now and then, notably in the case of the New York Custom House, government offices have served as means of support to hard-working literary men, but the general insecurity which has hitherto attached to this employment, and the peril to one's self-respect in seeking appointments, have hindered such men from counting upon this resource. One of the probable results of a service organized upon the merit system is the attraction to it of men capable of clerky labor, but chiefly ambitious of literary fame. The freedom from concern which enables one to lay aside his business mind, like an office coat, when the clock strikes three, and don the literary habit, is especially necessary to the calm and cheerful pursuit of literature. Such a state of things exists in London to-day, and may be confidently predicted of Washington, New York, and other cities, in the near future.—From the "*Atlantic Monthly*."

## Educational Opinion.

### LEGENDS IN WORDS.

(Read before the Institute for the Blind, Brantford.)

It has been beautifully said, that there are sermons in stones. It may be said with no less truth, that there are pictures in words. Design, form, color, life, soul, all these elements are embodied in the art gallery of speech, and language is not merely what Emerson calls it, "fossil poetry," it is also fossil sculpture and fossil painting, appealing, it is true, through a different sense, that of sound, to the aesthetic taste and understanding, but appealing with none the less certainty, and conveying notions of visible entities and spiritual essences, with none the less force, grace, precision and beauty.

But we may go a step farther and characterize language as fossil history—a national highway, oft buried and marred, like the Roman strata of old, but still recognizable, on which the milestones of a nation's life are words standing by the wayside of its progress, and bearing on their mute but expressive faces indelible tracings of birth and improvement, or retrogression and decay. Many a fact is epitomized in a word, many a change is hidden away in a monosyllable. Many a chapter of a people's life is printed within the space devoted to some half dozen symbols of that people's speech. Language is history—the essence of history. And it has this advantage over the more voluminous and less reliable records which oftentimes go under that name. It cannot lie. True to itself, it stands out in all its native integrity, unsullied by prejudice and uncorrupted by policy, by faction or by greed. Though the dust of ages settle on those wayside stones, though the moss of centuries line the weather-worn rifts, the cunning hand of the philologist with loving touch can wipe away the desert's drift, can tenderly remove the lichens from the rent, and then, as of yore, bright and unchanged, will shine out the message, proclaiming its hidden meaning once more to the reverent gaze of the searcher, beneath the glorio's sunlight of erudition and truth. There is a wise saw to the effect that one illustration is better than twenty definitions. Now, as a rule, I have little faith in wise saws. They either go too far, or do not go far enough; for instance, I have always deemed that unhappy worm caught by the early bird, to have been a fool of the most consummate type. Else would it have crawled from its doubtless cosy bed of fragrant earth to fill the maw of the first bedouin of the air suffering from insomnia and the pangs of an unappeasable appetite? Again, "a bird in the hand is worth two in the bush." What utter nonsense, if the seeker after birds be a sportsman with a keen relish for the morning air, the fresh green fields, and everything glorious in nature, and anxious,

moreover, for sport and a prospective bag! No, wise saws have their uses but they have likewise their limitations. Still, with regard to the illustrations being preferable to the definition, I am inclined to agree, more especially when that illustration works hand in hand with a statement, so to speak, and proves it. To prove, then, how much of history is sometimes contained in a word, and to show how the thread of fact may be unwound from the tangled skein of time by following the fortunes of a little group of letters, let me instance a single English trisyllable, well known to farmers' ears, viz., "arable." This word, as you know, means, that may be ploughed; nothing remarkable, you will say, about that. But upon examination we find that the initial letters, *ar*, are found again in another common word, *earth*, or that which may be ploughed. Also in the Latin *arare*, to plough, also in the Sanskrit *arya*, one who ploughs, from the Sanskrit root *ar*, to plough; thus *ar* to-day in English has the same meaning which it bore centuries before the birth of Christ in an eastern tongue, Sanskrit. Now, there is more than mere coincidence here, for there are very many roots in English which may be dealt with in a similar manner. So, tracing up through Sanskrit, Latin, Saxon, English, we find the same root with the same meaning common to each language. What is the inevitable conclusion? that English is a lineal descendant of Sanskrit, or, if not a descendant, at least a blood relation, be it never so distantly removed. Thus are we led to conclude that we Britons, and descendants of Britons, are the posterity of a race that once had its home in the lofty plateau backing the Himalayan range in far away Hindostan, and whose tongue, one of the most ancient known, perished as a spoken language several centuries before the Christian era. This you will perhaps be inclined to say is history with a vengeance. Well, it is history, nevertheless, and authentic history to boot, from whose dictum there is no appeal.

Yet, again, language is fossilized legend, the twin sister of history. If history be the substance of a people's being, then legend is its shadow. 'Tis the poetry of history, not altogether reliable perhaps, but containing germs of truth. 'Tis the hard prose of fact transmuted into the less accurate but oftentimes more beautiful reflection of fact. Its mirage or *fata morgana*, shining out from the depths of time, with all its outlines inverted, broken, travestied, but still bearing in some sort the image of the reality and appealing with tenfold persuasiveness to man's sense of the mysterious, and not seldom the sublime.

Much of the early history of the colonization of Britain by the Saxons and the Angles is pure legend, legend mingled with truth. A hardy race of warriors, sea-wolves, as they were not inaptly termed by

one poet of antiquity, putting out in their vessels from the viks or creeks of their own rugged shores, made the coasts of Britain, and in course of time first overran and then colonized the island. These sea-pirates or vikings spoke a rough and guttural tongue, which probably consisted of less than 600 words with many inflexions. They had no written literature, but, nevertheless, brought with them a rough alliterative verse, the rugged ballads which had had their origin in ages long gone by, but which were safely entrusted to the memories of the glee-men, who chanted them at table when the hearts of the feasters were merry with good cheer and wassail. There was a wild beauty in the diction of this embryonic verse, well calculated to stir the hearts of the hardy children of the sea, 'twas in very fact the proper medium for the transmission of legend, that legend largely composed of the horrible and the supernatural; for the barbarian is like the child and dreads yet is fascinated by the dark. Here is a short extract, a translation from the poem called "Beowulf," the oldest work in English, which will convey some idea of the style and topic of this early verse. It is a graphic and exceedingly picturesque description of the home of Grendel, a monster that lived on human flesh, but who was overcome by Beowulf, the hero of the epic:—

"A lonely land  
Won they in; wolf-caverns,  
Wind-traversed nesses,  
Perilous fen-paths,  
Where the mountain flood,  
Under the mists of the ness,  
Downwards is moved:  
Flood under field  
Not further from hence  
Than a mile's space  
Is the place of the mere:  
Over which frown  
And rustle the forests,  
Fast rooted the wood  
The water that shadows;  
There deadly the wonder  
One may watch every night;  
Fire in the flood."

This description, legendary as it is, admirably conveys to the mind the grim and rugged nature of the fastnesses traversed by the hero and his companions in their quest for the man-fiend. 'Tis better than a chapter of geography, than pages of so-called history with its dry detail and matter of fact form, 'tis a word picture, the delineation of an inhospitable wilderness, rugged with rock and rustling with leaf, and sleeping under the mist of mere and ness environned by the glamour and the sentiment of an almost forgotten age. And this is Angleland, our England, the mother of nations and of modern civilization.

But all this is connected literary legend, narrative legend if it please you. It is my purpose to-day to touch briefly upon the legendary lore not infrequently found fossilized in the isolated words of our lan-

guage. In the words of Byron, "Would I were worthier," to accomplish the task I have set myself to do: but it is not as a worthy exponent of this great and entrancing theme that I appear before you to-day. I am but an amateur in the halls of literature, though, when I have said that, I deem I have said enough, to excuse my touching upon this subject at all; for an amateur is *amator*, a lover, and a lover will at least attempt his best, laying his failure, if he do fail, at the door of executive power rather than of will; his fate need then be but the fate of so many other lovers, who stake their all for the sake of the beloved.

When walking out some calm, clear autumn afternoon, perhaps beneath the hazy sky, and surrounded by the variegated foliage of that most delightful season, the Indian summer, a sudden tickling sensation will cause you to lift your hand to your face and remove from thence a shred of long, fine filament, resembling the finest floss silk; 'tis, in fact, the silk spun by a small spider, and which in the late season of the year is often found floating in the air, or streaming pennant-like from the twigs of the smaller trees and wayside bushes. 'Tis the gossamer, name synonymous with all that is frail, all that is unsubstantial in the world of nature. The gossamer of the busy world, which impatiently or pettishly brushes aside the tiny thread and passes by; but the *God's summer* of the word-student, and why the *God's summer*? Tradition says, that these fragile members of the autumn-tide are the shreds of the Virgin Mary's winding sheet, which fell away in filaments from her form, as she was removed from earth to Paradise. Thus is a legend embodied in that little English trisyllable, *aye*, and more than a legend, 'tis a poem, as beautiful as any in the tongue, and better than many, because more brief.

Who has not heard of the daisy, the sweet flower of the English spring, starring the mead with its dewy blossoms or clustering by hawthorn bowered nooks, where the lowing kine love to rove, and the children come in the gloaming to weave their flower chains and gather the first buttercups of the year? Daisy is the day's eye—the modest yellow disc of the little perennial being transfigured by imagination, which is the parent of legend, into the great round orb of day; its pink tipped petals, the swift rays that dart from the sun-god, fraught with their message of light and life.

Laburnum is a name I love. It is a flower epistle for me. An epistle written from infancy and youth to manhood. I can only pray that it may bring its constant tidings of the bygone days to age, if age be granted me. Do you know what the laburnum is like with its great, bright yellow clusters swinging in the soft spring breezes, and dispensing fragrance, the fragrance of the fresh, lusty, bursting year to the waiting air? 'Tis just what the

Germans call it. What the first German who did so call it believed it to be, "the golden rain." When Jupiter, king of gods and men, visited the "lovely Danae, he descended into her lap, we are told, in a shower of golden rain, as does this beautiful herald of the summer-tide droop towards the lap of earth, with its pendulous wealth of shimmering gold.

Halcyon days! Who has not known halcyon days? I like to think that even the most miserable, the outcast, the destitute, the starving, the criminal, has not lived all his life in vain. That at some time, even in the far away childhood, have been green spots in existence, oases in the desert of life, within whose bosky depths the fountains of hope have played, if not to water the fruits of perfection here, at least to ripen them for the hereafter. And these were halcyon days. Halcyon is the Greek for kingfisher, from *hals*, the sea, and *kuo*, to brood on. Now, the ancient Sicilians believed that the kingfisher laid its eggs and incubated on the surface of the sea for the seven days which precede and follow the winter solstice, during which period the sea was ever smooth, unswept by breeze and unruffled by wave or billow. Therefore it was a time of peace and calm, and by analogy, of contentment and happiness. So Dryden says:—

"Amidst our arms as quiet you shall be  
As halcyon brooding on a winter's sea."

When I was a boy, I well remember that the flower heliotrope, or rather the perfume of the flower, always called up memories of cherry pie, because the delicate aroma of the one was so suggestive of the ambrosial flavor of the other. I loved the flower, and, it is needless to add, I had a strong predilection for the cherry pie. *Eheu!* Well, years have rolled away—*tempora mutantur et nos mutamur in illis*—I dislike cherry pie, or rather, it dislikes me, but I still love the heliotrope. And, pray, what is this heliotrope? A modest blue flower, not unlike the forget-me-not, only smaller, with a very sweet perfume, and remarkably fond of sunshine. But it is to the name more than to the blossom that I would here call your attention. What does it mean? Its derivation is likewise Greek, *helios*, the sun, and *trepo*, I turn. There is a legend connected with it, as follows: Apollo loved Clytia, but wearying of her, left her for her sister Leucothoe. Whereupon Clytia, like a foolish damsel as she was, to fret over a faithless swain, pined away, and Apollo regretful, perhaps, made the only atonement in his power, he changed her into the plant heliotrope, which, animated, no doubt, by a loving, faithful woman's instinct, yet turned to the divinity she worshipped while in human form, and even to this day, follows his course in the heavens.

What a common word is fox-glove, yet what legendary lore is enshrined within

the homely dissyllable. Upon analysing it we find that fox is but another form of folk's, therefore fox glove is merely a corruption of folk's glove, that is, fairies' glove. At the very mention of fairies what wealth of traditional lore, folk lore, as it is termed, unfolds to the mental vision. Shakespeare and Grimm and Hans Andersen are not more real personages, than are some of their immortal conceptions to all true lovers of the mystical in nature and in art. And do you ask why? It is because they carry us back from our present selves, to a time when doubt was unknown, when perfection even in humanity was possible. The purple and white bells of the simple hedge flower may well be resembled to the fingers of a fairy's glove, hung on the pliant stem, perhaps by the sportive fays themselves, to regain tint and texture after their midnight dances round the magic ring—those circles of rank or withered grass, so often seen in woodland glade or outlying meadow, and which were once popularly thought to be trodden by fairies' feet in their evening gambols. So Shakespeare says:—

"Meet we on hill, in dale, forest or mead,  
By paved fountain or by rushy brook,  
Or on the beached margent of the sea,  
To dance our ringlets to the whistling wind."

There is the rosemary again, the fragrant evergreen shrub so dear to the heart of age, as we learn from "Winter's Tale":

"Reverend sirs,  
For you there's rosemary and rue, these keep  
Sceming and savour all the winter long."

But the shrub is no connection to the rose, neither has it anything to do with Mary; either earthly damsel or spiritualized shade. It is simply the *ros-maris* or *sea-dew*: so named, lexicographers tell us, because it is of a dewy nature and loves to dwell near the sea. But here, legend steps in and carries us a step farther, for it informs us that Venus, the goddess of love and Rosemary or Sea-dew, were children of the sea. Hence is Rosemary related to love and has been chosen as an emblem of remembrance, while the herb itself, tradition says, strengthens the memory and was formerly much worn at weddings. It is a favorite with Shakespeare, who makes Ophelia say: "There's rosemary, that's for remembrance." And again, the nurse in "Romeo and Juliet" exclaims: "Doth not rosemary and Romeo begin both with a letter?"—that is, with the same letter.

*T. H. Morrison.*

(To be continued.)

The Nation completed its twentieth year on June 25th. The success of this journal, which has been under the same editorial management from the start, is highly creditable to the taste and intelligence of American newspaper readers. As a political review, it is certainly unsurpassed on this side of the Atlantic.

TORONTO:

THURSDAY, JULY 9, 1885.

## ASSOCIATION OF IDEAS.

How few teachers of children are familiar with the natural history of a child's mental life! The great majority of those engaged in the work of primary classes know nothing of the mysterious processes by which a young child receives its first impressions of the world around it, and its first knowledge of the way in which those impressions are expressed in speech. In the natural order of things, which is always the best order, the child first learns to know things, then afterwards the words which stand for these things. For our present purpose it is not necessary to make an examination of the mental process by which the first rudimentary and imperfect ideas of external objects are gained, or to attempt to distinguish the elements of that knowledge which are obtained through the senses from those which are contributed by the mind itself, and are constitutive of the very nature of thought. So far as our purposes are concerned the mind can be reached only through the senses, and the child's cognitions can be extended by us only through the use of that channel.

An object being once known, the name is learned by association of ideas. It is frequently repeated by the mother and others in the child's presence in close connection with the object which it represents. The name and the object become linked together by the principle of association, so that sight of the object calls to mind the name, and the hearing of the name turns the thoughts to the object. This is a slow and gradual process involving frequent repetitions. It is not by any means the simplest case of the operation of the great law of association. We have here the linking together of an objective mental representation, derived mainly in so far as it is sensuous, from sight and the muscular feelings, and a complex sensation of the ear. The child's mental powers have already accomplished a good deal in acquiring and connecting ideas of the same sense before the sensations of two different senses are joined together in this way.

When a child has learned to connect the object and its name, he has still much to learn before he is able to use the word as a symbol of his own thought. He has not yet learned to form a sound at will.

There is a spontaneous tendency to the exercise of the muscles; a sound is accidentally uttered as a consequence of the action of the vocal organs which are set in motion as a result of this natural inclination to activity; this movement becomes a trifle easier from having been once made; the sound is again uttered; the movement and the word which it expresses come to be associated—the child has acquired control of his vocal organs so that when the sound is heard, or even when it is imagined, he can at will utter it. This, too, is a slow process; often the association between the word and the muscular movement by which it is spoken fails after a short time, the child forgets how to use a word which he seemed before to know, and the whole process has to be gone through again. The principle which operates throughout is that of contiguity; things often found together in time or place tend to recall one another. The word is linked with the organic action which produces it, also with the object for which it stands, and thence comes the connection between the visible object and the power to use the word which stands for the object, even when that is not spoken by another. The object and its name as heard were associated, so also were the name and the action necessary for its utterance; the object and the muscular action are joined by their association with the sound. Finally the bond becomes so strong that the thought of the object in its absence is sufficient to recall the idea of the sound even when it is not expressed. The connection is then completely established, so far as spoken language is concerned.

A new difficulty is introduced when the child comes to learn the printed symbols which stand for the sounds, and through them suggest the things. Mediate association, in which two things suggest each other by means of their connection with a third, ordinarily furnishes a weaker clue for the recovery of one of the associated members by means of the other than that which comes from direct association. Hence in the teaching of reading it is always advantageous as a means of fixing the forms which stand for the words in the memory of the beginner to select only those words which denote things which the pupil knows well, and to further help the association the objects should if convenient be actually present,

or if not, then they should be represented by pictures, and the child's interest aroused by questions and conversations about them. Of course, repetition is of great importance in fixing anything in the memory.

It is necessary that the teacher should understand something of the laws of acquisition and mental reproduction. It is only when he does know something of these laws that he is in a position to effectually use any methods of instruction. The process of learning is so slow and the power of self-help is so small with the child, that it is of the greatest importance that the teacher of younger pupils should know those facts and principles of mental science which bear directly upon his work. Otherwise the best methods of teaching will often be used to little advantage, because not used with an intelligent knowledge of the process in which the teacher is seeking to cooperate; and he who is to light the torch of knowledge for others is then but a blind empiricist himself.

## BOOK REVIEW.

*An Examination of the Utilitarian Theory of Morals.* By the Rev. F. R. Beattie, M.A., B.D., Ph.D. Brantford: J. & J. Sutherland.

This somewhat unpretentious little book makes no claim either to be profound in matter or complete in form. It is the result of the comparison by the author of the views of the leading schools of moralists which prevail at the present day; and its aim is to show that Utilitarianism as a system of ethics is quite unsatisfactory and untenable. The closeness of the connection between ethical principles and religion makes the work one of practical importance.

The method of treatment is peculiar. The first part of the book is taken up with a statement of the views of the chief exponents of Utilitarianism. These are stated under a number of different heads, each being the subject of a chapter. The author fully recognizes the influence of the theory of knowledge which one adopts on his ethical speculations, and he very properly sets out with a brief account of the various experimental views of cognition. He then details in succession the different views which members of this school hold in regard to the theory of life, moral distinction, conscience, the ethical standard, obligation, disinterested affection and motive, finally concluding with what Hume has aptly termed "the most contentious question in metaphysics, the most contentious science," the will. Dr. Beattie's account of the views of others is always clear and judicial, though within the limits of a single volume it cannot always be full. In fact, the whole book is remarkably clear: we do not remember that we have ever read a work on any kindred subject which is so plain and easily understood. The author seems to have the faculty of presenting abstract things in a remarkably simple and attractive way. This division of the work will be found both interesting and

profitable by those who wish to obtain a general knowledge of the opinions held by prominent Utilitarians on the different problems of which the science of ethics treats. In the second part of the book the author critically examines the various theories which have been explained in the first part, and endeavors to show the correct view at each successive stage. In his criticism of experimentalism he is quite successful. The inherent defects of any system of morals based on a theory of life which recognizes pleasure as the sole end of life, and which implies that all knowledge comes from sensations, of which the mind is a passive recipient, but to which it contributes nothing, are numerous and fatal; and in a direct, though necessarily brief and general, way Dr. Beattie states some of these fatal defects. So far the influence of his own college training is apparent everywhere; and he himself acknowledges his indebtedness to the eminent occupant of the chair of mental and moral science in University College.

It is when the work of destruction is completed and the work of construction begun that one begins to doubt whether the evidence offered always justifies the conclusion reached. The ethical standard is a topic which receives too brief a treatment. Our author's views on that subject are the key to his treatment of ethical problems, and it would have been more satisfactory if he had gone more fully into the grounds on which he bases his view that in the nature of the Divine being the foundation of morality is laid. The relation of the standard to the Divine Nature and the Divine Will is a subject which has been fertile in controversies, and Dr. Beattie in his little volume has taken one side in the dispute without assigning any convincing reasons for the view which he seeks to maintain. Without expressing any opinion of the correctness of our author's theory of the Standard, which of course is an old one, we cannot help thinking that he has not satisfactorily established his position.

We welcome the book as the contribution of a Canadian to the literature of one of the most valuable and delightful of the sciences. The author has done his work well, and we hope that we may be favored with other works on kindred subjects from his pen. If this hope be realized, they will doubtless be as clear, scholarly and fascinating as the book now before us. There are numerous typographical errors in the present volume which it would be well to correct in future editions, for the merits of the book are such that other editions should be necessary.

*Selected Words for Spelling, Dictation, and Language Lessons.* By C. E. Meloney and Wm. M. Giffin. New York: A. Lovell & Co.

The authors state that they were once among those who thought that spelling could be as well taught from Readers and similar text-books as from an ordinary spelling-book; but after due trial they found it necessary to make such books for assistant teachers by collecting words for special exercises. The present volume is the outgrowth of these collections. The review lessons contain words which the authors have found specially liable to be misspelled. The meaning of obscure words is taught by using them in sentences. The pronunciation of some of the more difficult words is indicated. The book has a number of

excellent features which will make it of considerable service in the work for which it is designed.

BOOKS RECEIVED.

Froebel's *Education of Man*, translated by Josephine Jarvis. New York: A. Lovell & Co.

OUR EXCHANGES.

*Harper's Weekly* for July 4 is a beautiful specimen of printing and engraving. We always welcome this publication, knowing that its perusal will be a treat. Its columns are thoroughly readable and instructive. The present number continues the caricatures of the United States navy, and also contains a two-page scene—the great Culbra Cut on the new Panama Canal, which gives one some idea of the magnitude of that undertaking. This cut is 367 feet in depth.

*The University*; an independent journal of liberal education, in which are incorporated the *Weekly Magazine*, the *Educational News*, and the *Fortnightly Index*. The paper has no official connection with any institution of learning, but it is under the educational control of university professors, and aims to reflect the best American thought on the vital questions of the day. The standard of the paper is high.

Table Talk.

GENERAL GORDON'S private Chinese diary is announced for August.

THE death is announced of Ludwig Liszt, a younger brother of the famous Albi, aged seventy-three.

THE English Positivists are arranging a series of Sunday pilgrimages to the spots associated with Milton, Penn, Cromwell, Shakespeare, and others.

FIFTY \$150,000 has been subscribed toward the Pusey memorial to be erected at Oxford. A good part of the subscriptions has come from the United States.

DR. J. C. RIDPATH has resigned his place in the faculty of De Pauw University, which he has held for fifteen years, and will devote himself entirely to literary work.

MR. HENRY M. STANLEY will return to the Congo country this summer. He is disappointed because the world at large does not share his commercial and financial views about the Congo Free State.

PROFESSOR JOHN TYNDALL has divided \$32,400 between Harvard, Columbia College, and the University of Pennsylvania, as a foundation for a fellowship in physics. The money represents the earnings of Professor Tyndall's American lectures given in 1872, and the interest since accrued.

OF the nine field marshals that surrounded the Emperor of Germany since his last great war, only two are living—the Crown Prince and General Moltke. Steinmetz, Roon, Bittenfeld, Manteuffel, and three field marshals of princely rank, are all dead, and no field marshals have been appointed since the year 1873.

LORD TENNYSON and Mr. Ruskin, respectively president and vice-president of the British Chess

Association, have both consented to give copies of their works, with their autographs, as prizes to be competed for in the tournament now proceeding. Lord Tennyson's prize is for the best two players in consultation, belonging to the professions of medicine, the law, church, army or navy.

CHARLES LAMB had not too high an opinion of Byron and his writings. "I never relished his lordship's mind," he wrote in a letter which has just been sold in London. "Why, a line of Wordsworth's is a lever to lift the immortal spirit. Byron's can only move the spleen. He is at best a satirist: in any other way he was mean enough. I daresay I do him injustice, but I cannot love him nor squeeze a tear to his memory."

PROFESSOR W. H. FLOWER, president of the Anthropological Institute of Great Britain, advances the opinion that man has probably existed on this continent quite as early as in Europe. This opens the puzzling question from which part of the old world the people of America have sprung. It is quite as likely that the people of Asia may have been derived from America as the reverse. A man of science cannot properly call America the New World, save in a popular and conventional sense.

THE University of Pennsylvania has just established a limited number of post-graduate fellowships in history and political science, open to the graduates of any American college. These fellowships entitle to free tuition in the department of political science, in which more than twenty lectures per week, during the whole college year, on political science and history, will be open to the students. Applicants should address Prof. E. J. James, University of Pennsylvania, West Philadelphia, Penn.

THE most interesting article in the *North American* for the average reader is one by Pres. S. C. Bartlett on "The Subterranean History of Man." Few people realize the immense importance of what has been learned by excavation; that from the discoveries under certain mounds in Babylonia and Assyria there have been reconstructed, not only the monarchies and their wars, but their religion, art, science, employments, social, commercial, and civil life, the lines and extent of their traffic, and a singularly copious and varied language.

THE "Diaries of Gordon at Khartoum" were published in London recently. They cover the period from September 10 to December 14, and fill 395 pages. The diaries are a strange medley, varying in style, manner and subject from page to page. One page will be an abstruse statistical discussion of the social and political aspect of the Egyptian problem. Then follows, perhaps, a page reading like a Biblical commentary, with many Scriptural quotations giving Gordon's peculiar views. Then suddenly will come a bit of reminiscence of life in England and elsewhere, or a story about some Arab child. One of his most characteristic utterances is: "I own to having been very insubordinate to her Majesty's Government; but it is my nature. I cannot help it. I know if I was chief I would never employ myself, for I am an incorrigible. I am not going down to history as the cause of this expedition. I decline the imputation. I came to deliver the garrison."

## Special Papers.

### OCULAR READING.

WHATEVER subject in the school programme is neglected, there is apparently very little danger of reading being relegated to a subordinate position. The most important of the three R's in popular estimation, it holds the place of honor in every class-room, and demands the lion's share of the teacher's time and attention. And with what result? Those who are even superficially acquainted with the work of the school-room, know that comparative failure too often attends all the efforts that are made, and that it is only here one and there one among our pupils that can read even ordinary English with "distinct articulation, correct pronunciation, and correct vocal expression." Even those who have no practical acquaintance with the character of school-room exercises, can easily judge from a knowledge of their neighbors how badly reading is taught in our province. In our churches, in our courts of law, in our meetings of municipal councils and boards of various kinds, wherever the ordinary citizen finds it to be his painful duty to convey to others the ideas in the written or printed page before him, how rare and how delightful is the exception when he does it well.

If, then, as appears to be the case, such a large amount of time and effort is wasted in vain endeavors to make good readers, would it not be well to try if some other employment could not be found for a portion of this time and this effort? It is hard to believe that the general style of reading could be much worse even if half the hours devoted to it were given to other studies, or even to play. I know this will appear "flat burglary" to many who consider reading the one thing needful in public school education. But let those who think so consider the matter. I have no doubt whatever that this extreme devotion to the teaching of reading, and the very high esteem in which it is held by the people at large, are due, more than anything else, to a confusion of thought arising from the two entirely different significations of the word. Compare these two sentences—"Reading is well taught in this school." "Reading is his principal amusement:" or these, "Johnny is a good reader." "Johnny is a great reader." Any one can see at a glance that by the words *reading* and *reader* in these sentences we refer to acts so entirely distinct and unlike, that it is quite possible for a person to be proficient in one act, while he is physically incapable of performing the other. But it is one, and only one of these that is formally taught in our schools, and that the one of by far the least importance. Let any one compare the

amount of *oral* reading and the amount of *silent* reading done by our pupils after leaving school, and he will be astonished to find what a wonderful disproportion exists between them. When we take a mental survey of our neighbors, we cannot but be forcibly impressed with the smallness of the percentage of those who daily and habitually practise *oral* reading. A few whose professional duties require it, a few others who regularly read aloud to their families—these are all who put in constant practice the results of their long labors at school. On the other hand, consider the amount of *silent* reading that is done. There is no station in life from the lowest to the highest, no profession, trade or occupation, no manner of living, in which it is not practised regularly, either for work or for recreation. Any one may count upon his fingers those who, to his own knowledge, never read. And even in the case of those whose calling requires them to read orally, this latter is but a small amount comparatively of all their reading. It is not an exaggeration to say that not one per cent of all the reading that is done in Ontario is *via voce*. And yet this kind of reading, which is comparatively so unimportant, is the one to which special time and attention are devoted, which has been exalted into an undue prominence at the expense of the far more valuable and important subject of *ocular* reading. It is impossible to exaggerate in enforcing the advantage and the necessity of training in silent reading. Everybody practises it, everybody requires it, and should, therefore, be taught to do it well.

It may be the opinion of some that it requires no teaching, that it comes by nature, that all that is required is a knowledge of the forms and powers of alphabetical characters, and that, with this stock of knowledge, the pupil can at once rapidly and successfully extract the ideas from anything that is printed. But the slightest consideration is sufficient to show that this is a mistake. There is nothing more certain than that the enormous difference in studying power among students is due, above all, to the varying degrees in which their minds can be fixed on what they are reading. Here and there we find a pupil who has this invaluable power of concentration, who, when he studies, is oblivious to all around him, whose thoughts, as well as his eyes, are fixed absolutely to the exclusion of everything else, on the page before him, and who in a glance or two absorbs the meaning, the central idea of a paragraph, and makes it his own forever. But how few there are of such readers! The rule is all the other way, and none but those who have had long and sad experience could believe how many times it is possible for the average boy to read over a passage without grasping the thought it contains. Hence the vague and shadowy substitute for

knowledge, which is so painfully familiar to teachers and readers of examination papers. And in our own experience we know how difficult a thing it is to fix our minds in all their force and intensity on what we read, especially if it presents any exceptional abstruseness or depth. What should be a natural and easy process is felt to be a labor and a struggle. Concentration of mind and continuity of thought are irksome and fatiguing.

Is this inevitable; or is it not possible in some degree to train the minds of our pupils to the use of what is the common tool and universal instrument of all universal culture? Who could estimate the value of such a power as that possessed by Macaulay and others, of seizing at a glance the prominent and essential thought of a page, and selecting it from the surrounding verbiage as quickly and as unerringly as a sparrow abstracts a grain of wheat from its environment of chaff. I am firmly persuaded that if less than half the time now unprofitably spent in teaching oral reading were devoted to practice and training in silent reading, the results would be surprising. There is no department of school or college life—in fact, of life at all, even in its amusements and recreations, that would not feel the enormous advantage of being able to do quickly and easily, as a natural act and confirmed habit, that which is now, in all but a few isolated cases, a labor and a toil.

I can here but indicate, and that very briefly, what appears to me a method in which, at least, a beginning in this direction might be made. As soon as a pupil has acquired some facility in the mechanical work of writing, so that he can write ordinary English without feeling that it is a laborious task, let him be given a paragraph, or, at first, even a sentence from his Reader to examine for a few minutes; then let him close the book, and reproduce the substance of it in writing, in his own words. Short and striking incidents and anecdotes, etc., suited to his understanding, would be best adapted for the purpose. As he gains facility by daily practice, the passages may be lengthened, or the time shortened, or both, till he acquires the habit of seizing rapidly, and certainly the main ideas of the extract, and so thoroughly making them his own, that he can readily, either immediately, or after an interval, give the substance in his own language either orally or in writing.

After a time the pupil would become so familiar with the Reader that all the portions of it suitable for such exercises would be well known to him, and the novelty necessary for such work could not be found in it. Then the teacher would be compelled to seek materials elsewhere. Here would arise the difficulty of finding, not suitable material, but a sufficient number of copies of the

extracts selected to give every pupil of the class an opportunity of reading it at the same time. In this difficulty some of our enterprising publishers might come to our assistance. A graded series of extracts might easily be provided, printed on separate slips in sets of, say, fifty each, which might be distributed to the members of a class and collected at the close of the time allowed for reading. Such a selection would not be very difficult to make, and the expense of paper and printing would be but trifling; so that a full supply of suitable exercises could be obtained at a cost within the easy reach of the poorest public school.

Although training in concentration and continuity of thought is the main object of such exercises they would be equally suitable for training the *language faculty*. No better method of teaching composition could be imagined. Facility in writing, facility of expression, habits of quickness and neatness of both hand and mind would be acquired, and the influence in all departments of study and of life would be simply incalculable.



COLORS IN NATURE.

To further illustrate the principles that govern the laws of harmony and contrast let us as before go to nature. With nature we learn to accept the truth, and to know with Humboldt that "the universe is governed by a law." The law of harmony and contrast is as fixed and eternal as the law of gravitation. I will dwell as I did in my first letter on the influence of the primary and secondary colors, and will in my next treat of tertiary colors.

The contrasting color of red is blue; because green is a component of blue and yellow, purple contrasts with yellow, orange to blue. The union of the two remaining primaries produces always the complementary to the first. The blossoms have fallen, but the ripening fruit affords examples just as excellent as did their tiny progenitors; the rich deep red of the strawberry, its brilliant yellow points, its darkening parts deepening into purple, overshadowed with deep green leaves, offers a pleasant association. To the law of contrast and harmony belongs another law; it is termed Tone. Now when the flower or fruit is of a deep tone the leaf is invariably deep, and if the light color be the prevailing element in the fruit or flower the leaf will approach in hue contrasting with, yet blending; the apple often affords us beautiful illustrations, as also does the plum and the pear. And to such variety belongs its individual colors. The fruits and flowers of

our northern climate are not so brilliant or varied as those of equatorial lands. Yet when we look at the ripened peach, soft and velvety, deep, yet brilliant, the prevailing color is a sun-bright yellow, on the opposite side of the little sphere a gorgeous purple, deep rose, reds, crimsons, carnations, blending, yet contrasting. I believe the peach is the finest example in the fruit kingdom of the truthfulness and splendor of the law of harmony and contrast. Its leaves are beautifully toned when the fruit is ripe, having a semi-transparent amber-hued green, and when lying against the rich colors of the fruit produce an effect of unsurpassing beauty.

Nature's most pleasing colors are those which are termed warm, yet even the warm colors to be effective and pleasant must be associated with a judicious selection of cool tints. How often we express admiration at some little group of nature's colors, or rather at some one color, forgetting that whatever that bit or portion may be is greatly dependent on association for its effect!



SCHOOL EXAMINATIONS  
"MUST GO."

THE superintendent of the Milwaukee schools, in co-operation with progressive members of the School Board, has rendered a lasting service to the public educational interests of this city by taking the initial step toward an abolition of formal examinations as a test of scholarship. The *Wisconsin* city news columns of yesterday contained the following:—

"At the close of the present school term promotions from the district schools to the high school will for the first time be made under the new system which provides for dispensing with examinations and advancing pupils upon their progress as indicated by the credit marks which they receive during the term."

This means that the work of every day in the year instead of the work on a single examination day at the close of the year, is hereafter to determine the scholar's standing in his class. It means that the work of the school room will be directed toward the making of scholars rather than toward a useless "cramming" that shall permit a mere parrot-like answering of questions on examination day. It means that bugbear of examination day—source of perpetual anxiety to teachers and pupils—is at last to be permanently laid low.

In its favorable effect upon public school work the reform is one of the most important ever inaugurated in Milwaukee. It is a reform that is bound to be generally adopted,

and it is peculiarly creditable to this city that her school authorities are virtually the leaders of the movement, so far as public schools are concerned.

In this as in almost numberless other improvements in methods which the schools have tested and adopted during the past decade, is given undeniable proof that the movement of pupils in educational work here and elsewhere, is steadily and rapidly forward.

The next important achievement undoubtedly will be the general introduction of industrial training as an important and permanent instrumentality of free education.—*Milwaukee Wisconsin.*

HUGO'S PROSE AND VERSE.

It is, no doubt, a result of the peculiarities which bring about this strange and unique effect (for no other writer that we can think of produces exactly or nearly the same complete forgetfulness of anything but the music and the swing of the verse, the rush and sweep of the language) that Victor Hugo has, independently of the personal faults and the faults of matter alluded to and dismissed above, some purely literary weaknesses which mar his work. No prose book of his, with the possible exception of the "Travailleurs de la Mer," can be said to have the solid plan and the complete working out necessary to perfect prose. They are rhapsodies like, in different ways, "Han d'Islande" and "William Shakespeare," chronicles like "Notre Dame de Paris," congeries of beauties and defects like nearly all the later novels. In the same way his warmest admirers admit that his plays show a singular inability or unwillingness on the part of so fertile and poetical a genius to submit to the not very difficult or recondite laws of dramatic presentation, a constant contempt of the simplest arts of the playwright, an invincible confusion of the epic and the drama, the poem and the play. Even his poems proper do not escape a just as well as an unjust censure.—*Saturday Review.*

A NEW text-book, entitled "First Steps in Latin," by R. F. Leighton, Ph. D. (Leipzig), will be published by Ginn & Co., Boston, about August 1st. It is intended to be a complete one year's course in Latin for pupils between 9 and 14 years of age. A book of Latin Lessons and one of Greek Lessons by the same author are also announced. The same firm will publish about the same time Language Lessons in Arithmetic, by Miss Ellen L. Barton, Principal of the Portland School for the Deaf. This is based on the daily manuscript lessons of years, and should be a very practical book.

## The High School.

### UNIVERSITY OF TORONTO.

ANNUAL EXAMINATIONS, 1885.—JUNIOR MATRICULATION.

ARTS AND MEDICINE.

FRENCH.

(MEDICINE: PASS AND HONORS.)

Examiner—CHAS. WHEHAM, B.A.

#### I.

FOR Pass candidates in Arts, and all candidates in medicine. Full paper—five sixths.

1. Translate: Their apples. His apple. Her hat. My friend (fem.). Their pen. Your fans are better than mine. Hers are worse than your sister's. My mother's are the best but they are the smallest.

2. Give mas. and fem. forms, sing. and pl., of the French equivalents for: new, low, jealous, happy, old, fat, soft, foolish, favorite, white, sweet, beautiful, tall, Christian, ready, frank, dry, long.

3. Write brief notes on the comparison of adjectives, the formation of adverbs, and the use of the auxiliaries *être* and *avoir*.

4. Write in full the cardinal numbers from fifteen to twenty-five, indicating the pronunciation. Translate: Two hundred men and eighty horses died on the thirtieth day of June and the first day of July, sixteen hundred and seventy seven. Three hundred and fifty soldiers left home on the tenth inst., and probably not more than two hundred and thirty-five will return.

5. Shew by examples the use of *ce*, *cet*, *celui-ci*, *celui-là*. Give pl. forms (masc.); also corresponding fem. forms, sing. and pl.

6. Translate: We have seen her to-day. I shall perhaps speak to him about it. She would send them two horses if they wished. He and she are there now. We gave her some. They (masc.) gave her to us. John and I like walking. They will have told her what you sang to them (fem.) and me. Which book had you had? Where is he whom they spoke of? Whose pen is that? Both of them came nearly every day. Are there any potatoes in that basket? Are there none in it? You and he put some in it.

7. Translate: "A man knocked at the door a few minutes ago and asked to see you. Mary told him you had gone out before sundown, intending to return in about an hour and a quarter. He appeared very tired, but when I invited him to come in he thanked me, and said he had rather not wait. His name is Alexander, and he lives on James Street—number 91, I think. His son has just fallen from a horse and broken his leg, and they are afraid he has otherwise injured himself. His wife, too, is very sick, and they do not know what is the matter with her."

"Poor fellow! I have known him now for sixteen years, and he has always been most unfortunate, but I am glad I can help him a little this time. It is getting late, and is most disagreeable weather for me to be out; still I feel better

than I did, and I should be ashamed not to go when such worthy people need me."

#### II.

Translate: Cette noble indépendance, cette liberté d'action qu'il aime, cette dignité de caractère, tous ces biens précieux qu'il estime à si haut prix, il les veut aussi pour son enfant. Dès le berceau, tout doit tendre à ce but. "J'exige, dit-il à sa femme, que mon enfant n'ait point de maillot: il ne faut pas qu'il soit serré dans des langes comme dans un étai. . . ni lisière, ni bourrelet: laisse-le marcher sur les pieds et sur les mains, sur une couverture, en hiver dans la chambre, en été dans le jardin. . . Parle-lui raison en naissant; qu'il te respecte et t'obéisse sans te craindre; qu'il t'aime parce que tu es sa mère et non pour des bonbons: que jamais surtout il ne sache qu'il y a des êtres qui battent leurs enfants; le mien ne doit pas être avili." Peu de jours après, c'est à sa femme qu'il donne d'intelligents conseils pour elle-même: il s'occupe de compléter son éducation comme il s'occupera plus tard de celle de son enfant à naître. Il dirige ses lectures, il lui enseigne à arrêter son attention et sa réflexion sur ce qu'elle lit, et la familiarité du langage ajoute à sa précision: "Tu ne dois pas, dit-il, être un perroquet qui n'entend rien à ce qu'il répète: lis peu et analyse beaucoup. . . dis beaucoup de choses en peu de mots: tu le vois, je te traite en ami: je crois en avoir le droit, certain que je suis l'auteur dont tu retiens le plus volontiers les préceptes." Sa tendresse s'épanche plus loin avec effusion, et l'enjouement se mêle sous sa plume à la gravité plus que sérieuse d'un homme qui a trouvé des mécomptes dans la gloire, et des épines sous les lauriers. "Tu vas bientôt être mère, écrit-il, qu'il me sera doux d'embrasser la mère et l'enfant! que de caresses je prodiguerai à l'un et à l'autre! qui plus que moi sait aimer? Pour avoir l'air et le ton mélancoliques, est-il un cœur plus sensible que le mien?"

LAZARE HOCHÉ.

1. 'Tous ces biens.' Translate: 'C'est un homme de bien. Un homme qui a du bien. Un homme qui est bien. On est très-bien ici. Ils sont fort bien ensemble.'

2. 'laisse-le marcher.' Add the negative.

3. 'que jamais surtout il ne sache qu'il y a.' Why is not 'pas' used?

4. 'il s'occupe de.' Give the pret. indef. indic. in full, interrogatively with negative.

5. 'langage.' Distinguish between 'langage' and 'langue,' giving examples of their use.

6. 'beaucoup de choses.' Express the same idea with 'bien' instead of 'beaucoup.'

7. 'je te traite en ami.' Translate: 'Il l'a traité de fou.'

8. 'est-il un cœur.' Give the more usual form of expression, and translate: There are six of them now. There was only one yesterday. They ('ce') are the men.

9. Write in full the pret. indef. indic., and the imperf. subj. of 'veut,' 'doit,' 'naissant,' 'obéisse,' 'sache,' 's'épanche,' 'vas,' 'sera.'

10. 'un cœur plus sensible.' Translate: A sensible man.

11. Sketch briefly the character of Lazare Hoche as drawn by Bonnechose.

#### LATIN GRAMMAR.

Examiner—W. S. MILNER, B.A.

1. Decline together: major vis, quidam metus, turpe scelus, nullus civis.

2. Compare: creber, noxius, parvus, vetus, maledicus, brevis, facile.

3. Give the genitive singular and plural, and the gender of: merces, sedile, jugerum, robur, pulvis, plebs, voluptas, nex, ficus, cor.

4. What are the uses of distributive numerals? Give examples.

5. Write out the singular of the future indicative, and of the imperfect subjunctive active of: nolo, pereo, prosum.

6. Give the principal parts of: morior, verto, tundo, dedo, allicio, juvo, aufero, audeo.

7. Give rules for expressing in Latin, "motion to a place," and "motion from a place," in poetry and in prose.

8. What construction follows: licet, miseret, jubeo, parco, abripio, avidus, peritus, ignarus, similis, quanquam?

9. Translate and explain fully the syntax of the words in italics in the following:

(1) manet alta mente repostum, judicium *Paridis*, spretaque injuria *formae*.

(2) *mene incepto*, desistere victam.

(3) *scopulis pendentibus* antrum.

(4) *sitici* scintillam excudit Achates.

(5) *lacrimis oculos* suffusa nitentes.

(6) quid quoque die *dixerim*, *audierim*, *egerim*, *commemoro vesperi*.

(7) haec habui de senectute quae *dicerem*.

(8) semper enim in his studiis laboribusque *viventis*

non intelligitur quando *obrepit* senectus.

10. Translate into Latin:

(1) I fear he will not be believed.

(2) He told me that he had been taught Greek by his father.

(3) I sent one of my slaves to ask him what he had said.

(4) There was no one at Rome of greater honesty.

THE ease with which any girl or boy can become a teacher, makes the position one of great insecurity. In many cases a pupil of one term becomes an applicant for the position of its teacher the next term and often gets the place. This is the disgrace of our calling, and so long as the entrance into the teacher's vocation is so easy to pass through, so long will its ranks be crowded with an army of incompetents, and the pay be a miserable pittance. Many a school girl, one grade above the servant girl, bids against a competent teacher, and the ignorant, close-fisted school board gives her the place on the plea of economy.—*New York School Journal*.

## The Public School.

### MOULDING IN SAND.

BY MISS J. M. FLANAGAN, TEACHER, NEW HAVEN, CONN.  
(Average age of pupils 10 years.)

#### GEOGRAPHY LESSONS REVIEWED.

TEACHER. Children, you notice that the sand occupies but half the board. What does this space, where there is no sand represent?

PUPIL. It represents a large body of water.

T. And what does the sand represent?

P. It represents land.

T. What is this edge of land that borders on the water called?

P. The edge of land that borders on the water is the coast or shore.

T. How many of you have ever seen a coast or shore? Did that which you have seen look like this?

P. It did not.

T. In what respect did what you saw look different from this?

P. It looked more uneven.

T. Julius, you may come here and change this coast, so that it will look more like a real one. What has Julius done?

P. He has made the coast point out into the water.

T. When land points out into the water like this what is it called?

P. It is called a cape.

T. When you think of a cape what picture comes to your mind?

P. A picture of land pointing into the water.

T. What then is a cape?

P. Land pointing out from the coast into the water is a cape.

T. Does this coast look right now?

P. It does not; it is yet too straight.

T. Mabel, you may come and show what other form the coast may take. Why do you make this form so wide out in the water and so narrow near the mainland?

P. Because I wish to have the water look as if it almost surrounded the land.

T. What do we call land that looks as if the water almost surrounded it?

P. A peninsula.

T. What does the "pen (e)" mean?

P. Almost.

T. What does "insula" make you think of?

P. Land surrounded by water.

T. Then peninsula means what?

P. Land almost surrounded by water.

T. What then is a peninsula?

P. Land almost surrounded by water is a peninsula.

T. Children, what do you think of the shore now?

P. It begins to look more like the true shore.

T. Can any one make it still more uneven? Harry may try. Why do you place the sand out there in the water.

P. Because I want to see two bodies of land.

T. Why?

P. I want to join them with this narrow strip of land.

T. What do you call this narrow neck of land?

P. An isthmus.

T. Do you remember anything about this word isthmus?

P. It means neck.

T. Why is it a good name for this form of land?

P. Because our necks are narrow, and join our heads to our bodies, and an isthmus is narrow and joins one body of land to another.

T. Then what is an isthmus?

P. A narrow neck of land joining two large bodies of land is an isthmus.

T. Now if we look at our coast, how does it appear?

P. It appears very uneven, like a real one.

T. But in changing the appearance of the coast, what else has become different from what it was at first.

P. The water looks different where it touches the land.

T. How?

P. In some places it looks as if it had worn away the land and pushed up into it.

T. What do you call that part of the water that seems to have done so?

P. A sea, gulf, or bay.

T. What do you call such a bay as this?

P. A harbor.

T. What do you notice about it?

P. It is almost shut in by the land.

T. Of what use are harbors?

P. If ships go into them in stormy weather they are safer.

T. Why?

P. Because there is so much land around them.

T. How does that help them?

P. It keeps off the wind and rough waves.

T. What do you notice about the water here?

P. It is very narrow.

T. What do you notice about the water on either side of it?

P. It seems to be larger.

T. What does this narrow passage seem to do to the two larger bodies?

P. It seems to join them.

T. What do you call this narrow passage of water?

P. A strait.

T. What is a strait?

P. A narrow passage of water joining two larger bodies of water is a strait.—*New York School Journal.*

### PRIMARY TEACHING.

BY MISS RUDIA JONES.

It has been said that "all education consists of the development of thought and expression."

We must admit that all children who have any mental powers must of necessity have thoughts. The mind is so constituted; it must think, at least a little.

The next step for a possessor of a thought, is to give it expression. In order to do this and be clearly understood, there must be at command a good vocabulary, and a sufficient variety of words to express the different shades of meaning. To be an effective, as well as a beautiful talker, the *right words* must be used in the *right place*. Of course, there are many long, hard, difficult steps necessary to reach such a standard of perfection, but with perseverance it can be, yes, it has been accomplished.

Children have few words with which to express themselves, consequently the few are constantly in use. Almost one half the time a child will not use exactly the right word to make you know what he is telling, just as it knows it. I have seen small children stammer, stutter, shake their heads and almost seem to suffer physically in their efforts to say "just what I meant."

The great burden of this work, as indeed of almost every other thing taught in our graded schools, rests upon the primary teacher. If the teachers of the first three or four years are perfect teachers—humanly speaking, of course—the pupils would have such a successful starting that the teaching of the advanced grades would be comparatively easy work. A good beginning makes a good ending, almost always. Good language is acquired among children principally by imitation. With frequent imitations, the language will grow to be the child's own; hence, only correct sentences should be used in the hearing of children.

To increase a child's vocabulary, to teach language effectively, to be certain the pupil not only knows what he wishes to say, but is able to say it, we must first help the little mind to a knowledge of material things. To acquire ideas, habits of observation must be cultivated. Objects must not always be noticed as a whole, but their parts and uses must be observed. Have pupils name objects about your desk or room as you point to them; then name without pointing. Next time have pupils turn around while you change the arrangement of things, then let them turn back and with one glance name, in order, as many things as observed.—*Indianapolis Educational Weekly.*

## Educational Intelligence.

### OTTAWA NORMAL SCHOOL.

RESULT OF THE PROFESSIONAL EXAMINATION IN JUNE, 1885.

THE following list of those Normal School students who passed successfully the June examination for professional second-class certificates has just been issued. Certain of the undermentioned students will be required to pass a special examination in some subjects, of which they will be duly notified:—

Messrs. Anthony, Beckstead, Bowles, Brough, J. W. Brown, W. Brown, W. H. Brown, Clark, Colborne, Cosens, Dorrance, Famelart, Fell, Fraser, Gilmour, Glass, Grylls, Hamilton, Harrison, Honeywell, Huston, Moore, Murray, Myles, McClellan, McCree, McKee, McLean, McNulty, Neven, Niddery, Overend, Pearson, Ratcliffe, Reid, Robbin, Rosewarne, Ross, Rymal, Scott, Smire, Smith, Thompson, Uffelmann, Wells.

Misses Adams, Aseistine, Birkett, Boville, Branigan, Calcutt, Cameron, Campbell, Cassidy, Chapman, Chown, Connors, Cooper, Cormack, Cosby, Crawford, Davidson, Davis, Dingman, Edwards, English, Errington, Fuerth, Gallie, Gardner, Gilchrist, Harold, Hough, Hunter, Kerr, Laidlaw, Lewis, Lund, A. C., Lund, E., McConville, McDougall, McGillivray, McLean, McKenzie, Mackenzie, Overend, O'Reilly, Phippen, Reid, Robinson, Rogers, Rome, Robb, Salmon, Scott, Sherman, Shiels, Smallfield, Smith, L., Smith, M., Spankie, Steele, Stien, Steinson, Starey, Stratton, Strickland, Stuart, Sutherland, Tyler, Weller.

The grade of the certificates of the following candidates will be raised from "B" to "A":—

Messrs. Brough, Brown, J.W., Brown, W., Clark, Cosens, Fraser, McLellan, McKee, Neven, Overend, Pearson, Scott, Uffelmann. Misses Cameron, Campbell, Chapman, Lewis, Scott, Shiels, Steele, Stratton.

The undermentioned candidates' course in the Normal School and result of examination have been of such a character that they are specially mentioned:—

Messrs. Colborne, Fell, Huston, Niddery. Misses Cassidy, Chown, Crawford, Dingman, Fuerth, Hough, Laidlaw, McDougall, Salmon, Sutherland.

Winner of Medal, Miss Sutherland.

### A MINISTER OF EDUCATION FOR ENGLAND AND SCOTLAND.

THE following memorandum has been issued by the Educational Institute of Scotland:—

The Parliamentary Committee appointed to inquire into the working of the Education Department has recommended the appointment of a Minister of Education for England

and Scotland, with a separate Department and a separate permanent Secretary for each country; and it now rests with Parliament to decide whether that recommendation shall be carried into effect.

The Educational Institute of Scotland believes that such an arrangement would adequately meet the rapidly-increasing educational necessities of this country; and it trusts that in the settlement of a question so vital to the highest interests of the community educational considerations will alone be permitted to influence Parliament.

The chief grounds on which the Institute approves of the recommendations of the Parliamentary Committee are the following:—

1. Education has in recent years become so important a factor, not merely in the culture of the community, but in the trade of the country, that it cannot any longer be treated as of secondary importance among the great interests of State, and still less can its management be settled on sentimental grounds.

2. The rapid development of education in other countries renders it necessary to place the education of this country under the control of a Minister thoroughly conversant with every phase of the education question at home and abroad, and fitted by official position to give effect to enlightened views on the subject. The work would sufficiently tax the energies of a Cabinet Minister.

3. The various grades and classes of schools and colleges in this country are to a large extent independent of each other, and therefore incapable of producing the results which are beginning to flow from the more harmonious action of educational institutions elsewhere. It would be the business of a Minister of Education to remedy this defect in our educational system; and high official rank, special aptitude, and undivided attention would be necessary to effect the requisite changes.

4. There is nothing in the educational peculiarities of either country to prevent the union of English and Scotch educational institutions under one Minister. On the contrary, all that is best in each would speedily become the common inheritance of both by such an arrangement. At present classical learning is more widely diffused in Scotland than in England, while in England scientific learning is more widely diffused than in Scotland. Each country has much to learn from the other, and it is only under the stimulus and guidance of a Minister of Education alike responsible for the progress of both countries that the best results of education are to be attained.

5. The separation of the management of Scotch education from that of England would naturally intensify the educational peculiarities of each country. England might

thereby miss something of the culture which comes of Scotch studies, and Scotland would miss to a large extent the material advantages of a modern practical education.

6. In the rivalry of nations education has become essential on national, as distinct from individual grounds. Trade to a large extent follows in the footsteps of practical training; and where the training is most perfect trade is likely in the future to be most flourishing. Sentiment and even culture, must therefore so far yield to necessity; and the trade of this country, as well as its learning, is largely involved in the acceptance or rejection of the recommendations of the Parliamentary Committee in regard to a Ministry of Education. The Educational Institute would very much deprecate the separation of Scotland from England in the management of education, on the ground that it would isolate the former country from the current of educational progress, while it would tend to lower the prestige and influence of the Minister of Education by depriving him of so important a section of the work that should naturally fall to him. The separation would be prejudicial to the educational interests of both countries.—  
*The Schoolmaster.*

MR. D. MCGILLIVRAY, M.A., has resigned the classical mastership of Brantford Collegiate Institute.

MR. J. R. STREET, of Palmyra, has withdrawn from the teaching profession for a time owing to ill health.

AN entirely new feature this year in connection with the commencement exercises of Washash College, was the planting of ivy from the homestead of Washington Irving.

AN entertainment was given not long ago by the pupils of the Simcoe High School, in the Music Hall in that town. It was so successful that it was to be repeated on the evening of June 25th.

A SIMILAR meeting was held on the same day by the teachers of the Township of Osgoode, Carleton County. A committee was appointed to make arrangements for the next meeting of the association.

THE report of J. D. Carson, Esq., Inspector of West Middlesex, for the year ending January, 1885, gives \$7.71 as the average cost per pupil, and sixty-four as the average number of pupils for each teacher.

A MEETING of the teachers of the Township of Huntley, County of Lanark, was held on June 27th, for the purpose of organizing a Township Association. Many items of interest were discussed, and it was finally resolved to organize and meet regularly.

THE Public School Board of Toronto have declined to accept the reduction made in their estimates by the City Council. The Board asked for \$42,000, or \$15,600 in excess of last year. The Council sought to cut this down to \$30,000; but the Trustees decline to accept this sum.

THE Huron County Board of Examiners have arranged that the minimum marks required at the Model School examinations shall be forty per cent in each subject and sixty per cent of the whole, and that the inspectors and secretary shall arrange at which of the schools the non-professional candidates shall attend.

At the last meeting of the Grey County Council the question of dispensing with the services of the three public school inspectors of that county came up for discussion. On a division the present incumbents of the offices were retained. This ends the agitation for the division of the county into two inspectorates, at least for the present.

IN the County of Dundas promotions are made on the basis of a uniform promotion examination. The Inspector in his report says that the promotions made by these examinations in 1883 were ninety-eight, while in 1884 they were 367; the average standing of the schools in the county in 1883 was 297, while in 1884 it was 485.

Two handsome medals have been presented to the Brantford School Board, to be given as prizes to the pupils in the fourth and fifth divisions of the Central School who had received the highest number of good conduct marks during the past school year. Jennie Richardson, a little girl from the Orphans' Home receives the gold medal for the fourth division.

BOEHM'S statue of Darwin was unveiled at the Museum of Natural History, Kensington, a few weeks ago. Professor Huxley delivered an address on "The Scientific Value of Darwin's Researches," and the Prince of Wales received the statue in behalf of the Museum. Robert Browning, Lord Houghton, Professor Richard Owen, and Herbert Spencer were present.

EDUCATIONAL facilities in Texas have grown more rapidly than the population and wealth. There is a territory of school land equal in area to the State of New York, to preserve and utilize which is the greatest problem for the future statesman of Texas to solve. There is a widespread interest in education in all parts of the State, with the exception of those southwestern counties where a majority of the population are Mexican.

IN the annual report of the Public Schools of Lanark County, Mr. F. L. Mitchell, the Inspector, says: "The head masters of the public schools in Carleton Place and Pakenham received the highest salaries paid male teachers in this county (\$550). Male teachers' salaries ranged from \$300 to \$550. The average was \$337.50, an increase of \$15 over that of 1883. Female teachers received from \$150 to \$350; the average for 1884 being \$193, as against \$190 for 1883.

THE results of the examinations of the Ontario College of Pharmacy have been made known. Lindsay T. Lawrence, of London, is gold medallist, and John J. McLaughlin, of Oshawa, the silver medallist. Henry Saunders, London, was first in dispensing, and James R. McCrea, Peterborough, in botany. Following were the honor men: James W. Crooks, Woodstock; John W. Houston, Tweed; and James R. McCrea. Besides the above, twenty-one passed.

THE average attendance of pupils in the Ottawa Public Schools, as shown by Inspector Glashan's

report, varied in the different schools of the city during the month of June from eighty-one to one hundred per cent, the average for the city being nearly ninety per cent. This is a very high average attendance. Inspector Glashan in his report draws attention to the excessive numbers in some of the classes; he also noted that in one school there had not been a single case of corporal punishment in two months.

Two hundred and ninety-five pupils from the four highest divisions of various schools of the city wrote at the annual combined examinations of the City of Toronto. The prizes were presented in the pavilion of the Horticultural Gardens, by His Honor, the Lieut.-Governor, Rev. Dr. Sutherland, Rev. Septimus Jones, and Mr. W. S. Lee, Dr. Ogden, Mr. McMurrich, and other members of the School Board. In a short address the Lieut.-Governor said he had been at several similar gatherings, none of which were as successful as this one.

PROF. JOHN TYNDALL, of London, has given to Columbia College, \$10,800 as a foundation for a Fellowship in Physics to be conferred by the corporation. The design of Professor Tyndall as to the application of the fund was that its annual interest should be devoted to the support of one or two fellows in science, who should be young men of talent and fondness for physical research, and who should be willing to devote themselves to original research for life. The trustees found some difficulty in selecting persons fulfilling these conditions, and after some years of experience they resolved to represent to Professor Tyndall that the object aimed at by him would probably be better accomplished by placing the administration of the fund in the hands of some one or more educational institutions, where numbers of young men are always on trial, and where suitable subjects for this benefaction would probably be more easily found.

FROM the report of Inspector Carlyle of Oxford we glean the following information concerning the schools of that county:—During 1884 the sum of \$61,440.46 was expended in the maintenance of rural and village schools, of which there are 108, being an average per school of \$568.89; 8,872 pupils were furnished with schooling at a cost per capita of \$6.93. One hundred and twenty-six teachers were employed at salaries varying for gentlemen from \$300 to \$600 and for ladies from \$200 to \$475 per annum. Three of the teachers hold first-class Provincial certificates, fifty-three second-class Provincial certificates, sixty-three third-class and seven first-class old county board certificates. Forty-two have attended a normal school and sixty-three a county model school. The average salary for teachers holding first-class Provincial certificates was \$550; for teachers holding second-class certificates, \$403.50; for teachers holding third-class certificates, \$346.30; for teachers holding old first-class county certificates, \$431; highest paid first-class Provincial, \$600; lowest, \$500; highest paid second-class Provincial, \$600; lowest, \$250; highest paid third-class Provincial, \$550; lowest, \$200; highest paid old first-class county board, \$500; lowest, \$240. These figures seem to indicate that a teacher's certificate does not determine the value of his services.

## Personals.

THE Rev. Dr. Phillips Brooks (Oxford, it will be remembered, recently gave him an honorary D.D.) has delighted everybody in England who heard his sermons except the reporters, and they were in despair. There was scarcely one of them who could write fast enough to take down his words in full.

THERE is on exhibition in London a painting by Mr. Lowes Dickinson, entitled "Gordon's Last Watch." It represents the hero, the night before his betrayal, standing alone upon the ramparts of Khartoum, his Bible and his field-glass in his hands and a look of death-expecting reverie upon his face. It is pronounced by Gordon's friends to be an admirable likeness.

THE new British Ministers as a rule are considerably younger than their predecessors in office. Lord Salisbury has only fifty-five years against Mr. Gladstone's seventy-six. The oldest men in the new Cabinet are Sir Stafford Northcote and Lord John Manners, and they are each only sixty-seven, while Lord Granville is seventy and Lord Selborne seventy-three. Lord Rosebery was Mr. Gladstone's youngest minister, and he is thirty-eight, and next to him come Sir Charles Dilke, forty-two; Mr. Trevelyan, forty-seven, and Mr. Chamberlain, fifty. But Lord Randolph Churchill is only thirty-six; Lord George Hamilton, forty; Colonel Stanley, forty-four, and Sir Michael Hicks-Beach, forty-eight.

THE Rev. Dr. John Hall recently received the degree of LL.D. from Princeton College, and from the Washington and Lee University. An item has been going the round of the religious press recently, stating that Columbia College had also conferred the same degree upon the new Chancellor of the University of the City of New York. This error probably arose from the long name of the President of Lafayette College—the Rev. Dr. James Hall Mason Knox, who did receive the degree of Doctor of Laws from Columbia.

CARLYLE, according to Sir Henry Taylor, was especially fond of knocking down any pageantry of another man's setting up. Some gentlemen came in one evening full of the magnificence of a meteor which they had just seen. Carlyle heard their raptures in silence to the end, and then gave his view of the phenomenon: "Aye, some sulphuretted hydrogen, I suppose, or some rubbish of that kind." Carlyle, though vehement enough in expressing his dissatisfaction, generally introduced into his invectives an element of the grotesque or picturesque which robbed them of their savagery. On one occasion, at Lady Ashburton's, the hostess, believing the sage to be ill, asked a Dr. Wilson to go into his room and see if anything was amiss. "The doctor presently came flying out again, and his account was that Carlyle had received him with a volley of invectives against himself and his profession, saying, that 'of all the sons of Adam they were the most eminently unprofitable, and that a man might as well pour his sorrows into the long, hairy ear of a jackass.'" Upon which criticism Sir Henry comments as follows: "As in most of his sallies of this kind, the extravagance and the grotesqueness of the attack sheathed the sharpness of it; and the little touch of the picturesque—the 'long, hairy ear'—seemed to give it the character of a vision rather than a vituperation."

## Examination Papers.

### ADMISSION TO HIGH SCHOOLS.

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

#### FOURTH BOOK AND SPELLING.

DECEMBER, 1880.

1. Write an account of the deliverance of Germany by Hermann.

2. "The disasters of Napoleon's Russian campaign have been portrayed by French writers, who were eye-witnesses of this signal defeat of blind ambition, and the insane lust of conquest."

—*Fourth Reader, p. 228.*

(i.) Who was Napoleon?

(ii.) About how long ago did he live?

(iii.) Explain the meaning of 'disaster,' 'campaign,' 'signal,' 'lust.'

(iv.) Which side burnt Moscow?

(v.) Tell what happened to the French in this campaign after the burning of Moscow.

3. "They implored him to pardon their ignorance, incredulity, and insolence, which had created him so much unnecessary disquiet, and had so often obstructed the prosecution of his well-concerted plan; and passing, in the warmth of their admiration, from one extreme to another, they now pronounced the man whom they had so lately reviled and threatened, to be a person inspired by Heaven with sagacity and fortitude more than human, in order to accomplish a design so far beyond the ideas and conception of all former ages."—*Fourth Reader, p. 48.*

(i.) Explain the meaning of 'incredulity,' 'reviled,' 'sagacity,' 'fortitude,' 'accomplish.'

(ii.) Explain the meaning of 'obstructed the prosecution of his well-concerted plan.'

(iii.) 'Passing, in the warmth of their admiration, from one extreme to another.' Tell what the two extremes were.

(iv.) Why is 'Heaven' printed with a capital H?

4. Distinguish between 'mite' and 'might,' 'pore' and 'pour,' 'frees,' 'frieze' and 'freeze,' 'seem' and 'seam,' 'hoer' and 'hoar.'

5. Give two meanings for each of the following words: Mine, pine, club.

JUNE, 1881.

1. Tell what you know about the settlements and conquests of the Spaniards in America.

2. "Of the ancient colonies Mr. Scoresby unfortunately obtained no direct information, though he believed that the traces of inhabitants which he met with were not entirely those of an uncivilized race. In a deserted hamlet, discovered at the foot of Neill's Cliff, he found several domestic implements, such as might have been chiefly the work of Esquimaux; but, with certain exceptions, indicating an admixture of European habits. He mentions especially a piece of unicorn's horn, bearing marks of a drill, an instrument which the aborigines were not likely

to have discovered the use of themselves; he likewise fell in with a wooden coffin, a circumstance which seemed to strengthen his opinion of the existence of an enlightened race."

(i.) Explain the meaning of 'colonies,' 'uncivilized,' 'hamlet,' 'cliff,' 'implements,' 'Esquimaux,' 'unicorn,' 'aborigines.'

(ii.) What kind of implements are 'domestic implements'?

(iii.) What other meaning has the word 'traces'? What is the difference in meaning between 'track' and 'tract'?

3 "In vain, alas!—in vain, ye gallant few!

From rank to rank your volley'd thunder flew;

Oh! bloodiest picture in the book of time,  
Sarmatia fell, unwept, without a crime!

Found not a generous friend, a pitying foe,  
Strength in her arms, nor mercy in her woe!  
Dropp'd from her nerveless grasp the  
shatter'd spear,

Closed her bright eye, and curb'd her high  
career!

Hope, for a season, bade the world fare-  
well,

And Freedom shriek'd, as Kosciusko fell!

(i) Of what is Sarmatia a name?

(ii.) Explain what is meant by 'volley'd thunder,' 'book of time,' 'unwept,' 'nerveless,' and 'curb'd.'

(iii.) Distinguish between 'vain' and 'vane,' 'gallant' and 'gallant.'

(iv.) Give the two meanings of 'arms.'

(v.) Who was Kosciusko?

4. What does 'wound' mean when it rhymes with 'bound,' and what when it rhymes with 'tuned'?

5. Correct the following sentence: 'Struck' is an irregular active transitive verb inflective mood past tense third singular to agree with its nominative John.

DECEMBER, 1881.

1. Montcalm was first wounded by a musket shot, fighting in the front rank of the French left, —and afterwards by a discharge from the only gun in the possession of the English. He was then on horseback, directing the retreat—nor did he dismount until he had taken every measure to ensure the safety of the remains of his army. Such was the impetuosity with which the Highlanders, supported by the 58th Regiment, pressed the rear of the fugitives—having thrown away their muskets and taken to their broadswords—that had the distance been greater from the field of battle to the walls, the whole French army would inevitably have been destroyed. As it was, the troops of the line had been almost cut to pieces, when their pursuers were forced to retire by the fire from the ramparts. Great numbers were killed in the retreat, which was made obliquely from the River St. Lawrence to the St. Charles. Some severe fighting took place in the field in front of the martello tower, No. 2.—*Fourth Reader, p. 88.*

(a) Who was Montcalm?

(b) What brave deeds had he done before this?

(c) How many years is it since he died?

(d) Explain the meaning of 'the French left,' 'impetuosity,' 'inevitably,' 'obliquely,' 'troops of the line.'

(e) What 'magnanimous compliment' did Montcalm pay before his death? Why was it magnanimous?

2. Sir Humphrey at once landed, took formal possession of the country in the name of the queen, amid a salvo of ordnance from the vessels in the anchorage, and gave grants of land to various persons. Disaffection, unfortunately, broke out among his crew, one half of whom returned to England. With the rest he set out to explore the coast towards the south. He sailed in his little ten ton cutter, the *Squirrel*; the largest ships, the *Delight* and the *Golden Hind*, following as near the shore as they dared. The summer was spent in examining all the creeks and bays, noting the soundings, taking the bearings of every possible harbor, and carefully surveying the rugged coast, at great risk of destruction. The admiral was satisfied with the appearance of the land. A lump of ore which was picked up was pronounced by the mineral men to be silver, to the delight of the crew.—*Fourth Reader, p. 35.*

(a) What was Sir Humphrey's surname, and what does the 'Sir' before 'Humphrey' denote?

(b) What is 'the country' and who is 'the queen' referred to?

(c) Explain the meaning of 'a salvo of ordnance,' 'soundings,' 'taking the bearings of every possible harbor,' 'ore,' 'mineral men.'

(d) Tell the sequel of the voyage.

3. Give an account of the destruction of Pompeii.

4. What are the different meanings of the words 'discharge,' 'gun,' 'crew,' 'post,' 'colors,' 'lighter'?

5. Write the words pronounced like 'cession,' 'sew,' 'made,' 'sight,' 'compliment,' 'bury,' and give their meanings.

THE idea that Canada has not prospered in the past in an equal degree, relatively, as the United States, alluded to in the article to which reference is made in the outset, has not been duly considered. We have repeated the agreeable statement, that we have prospered relatively in a greater degree than any other country, until we believe it, without inquiry and without question. It is an article of national faith which it would be unpatriotic to question and which would be political heresy to doubt. As to population what are the facts? The census of 1800 gives the United States a total of 5,308,483 whites and blacks. Canada received an organized constitutional government in 1799. The estimated population was 300,000. The population of the United States was then more than seventeen times greater. It was not seventeen times greater in 1880. Assuming population as the basis of all material progress, our trade has not been seventeen times greater than that of Canada during the past twenty years. Great as has been our railway expansion, it has not been seventeen times as great as that of Canada. That our cousins in the Dominion suffer from bad institutions or want of energy is a fallacy which needs only to be examined to be refuted.—*The Current.*

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