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THE CANADA  
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FEBRUARY, 1885.

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OUR LADIES' COLLEGES IN RELATION TO OUR  
EDUCATIONAL SYSTEM.

BY T. M. MACINTYRE, M.A., LL.B., PRINCIPAL, LADIES' COLLEGE, BRANTFORD.

THE question of a Provincial University has at last reached a hopeful position. Whatever other merits the present scheme may possess, not the least is found in the kind of harmony to be brought into our University Education—a harmony whose chief excellence will be in its diversity, rather than in its uniformity, obtained through the distinctive functions preserved by the Federating Colleges. If interpreted wisely the occasion has come not only to give a grand impetus to the educational interests of our country, but also to give such an impetus to the cause of religion as it may not receive for many years to come. A grave responsibility, therefore, rests upon all who have it in their power to give effect to some such scheme as is now under consideration. In the face of such possibilities as lie before us in this Province of having a thoroughly equipped system of university education, second to none on the Continent, it must be an oppor-

tune time to ask, What provision is to be made for the higher education of women?

In Great Britain to-day, with all the interest that has attached to the establishment of its national schools, no question has been so popular, and none receives greater attention than that embraced in the higher education of women. Within the last fifteen years, we may say that a complete revolution has taken place in emancipating the *governess* from her once unenviable servitude to the possibilities which are placed within her reach, through sharing in the honours of London, Cambridge, and Oxford, formerly denied her.

In our own country for some years public opinion has been slowly maturing, and recognizes more and more the importance of the subject as forming an essential factor in the true and permanent progress of the people, in our social, moral, and religious interests. It may be said that perfect

unanimity of sentiment prevails on the desirability of giving to young women every opportunity and every facility for mental culture, now open to young men; but a difference of opinion does exist as to the best methods which should be adopted to accomplish this worthy end. There can be no doubt, that in the mother country, the prevailing opinion is in favour of separate Colleges for women, and opposed to the system of co-education. In the United States, although co-education has been much in favour for some years, yet it will not be safe for us to take their experience as a criterion that the system is a sound one, or that beneficial results are to follow. If we examine the soil on which this product of co-education is growing, we shall find that it is an artificial soil, designed to produce forced growth. Misconceived notions of the end in view, and the means to obtain it have been produced. Equality of rights to both sexes and the means to obtain them have raised false issues. False and extravagant notions of *Women's Rights* have sprung up side by side with the just demands of equal rights to women in matters of education. The claim that woman is man's equal intellectually, and in a sense physically, and that she should enjoy precisely the same advantages, had to be established by our neighbours. The only test that would satisfy or be acceptable to certain claimants of Equality was found in admitting both sexes to the same classes, same courses of study, and same examinations—hence co-education.

The effects of any system of education may not be seen for many years, but if present indications are keenly watched, we shall guard against making experiments where the moral character of those educated is at stake. We shall not allow ourselves to be carried away with the

delusion that the acquirement of knowledge is the only or the most important part of true education. The question, so far as we are concerned, is virtually settled, and that, largely by the good sense and preference shown by our women for separate Colleges. The fact that during the past twelve years so many Ladies' Colleges have been established, and their success placed beyond a doubt, is sufficient evidence that our people are prepared to support separate Colleges for the education of their daughters. It must also be borne in mind that this preference has been shown during a period when our public education, in our High Schools and Collegiate Institutes, has been making extraordinary progress, affording the highest facilities at comparatively little or no expense.

It may be premature to draw conclusions from the results already obtained under the privileges enjoyed by our young women of attending the classes in the several Universities, yet, while it is true that the doors have just been opened, we may still note the extent to which our women are in sympathy with the movement. From the comparatively small number who avail themselves of the provisions thus made, is it not suggestive that there is something more wanted than merely to be admitted to University classes? Do not our Canadian young women value more highly the advantages of College Residence, and the mental culture and refinement, that are to be obtained by coming into contact with their instructors and superiors as well as with their fellow-students? The extent to which at present our Universities are doing the work of the higher education of women, may be gleaned from the following facts, kindly given by the Presidents of these Universities respectively:—  
At University College, Toronto, taking regular course in arts, several

lady students; Queen's University, Kingston, eight; Victoria University, Cobourg, two, with three occasional students; McGill University, Montreal, fourteen, with sixteen occasional students.

If any conclusion at all is drawn from the above, it must be that marked success has attended the system of separate classes established by our friends in Montreal, through the liberal gift of the Hon. Donald A. Smith in placing \$50,000 at the disposal of the University for the higher education of women. That these numbers will be largely increased in this University next year there can be no doubt. On the question under consideration Sir William Dawson, in his Annual University Lecture last November, said: "I do not think it necessary to dwell on the subject of separate education for women, as at least one of the best methods in the junior years of the College Course. We already have a larger class than all those of the co-educationists of Canada united. But I may say that if I had ever entertained any doubts in the matter, they would have been dissipated by witnessing the work of our classes, and by observing how much more pleasantly and familiarly, and how much more usefully, from a purely educational point of view, it goes on than it would do in the presence of large classes of young men."

Another important feature in connection with this question which must not be lost sight of, at a time when we are paving the way to a liberal University education, is involved in the end to be kept in view, viz.: Shall the aim of our Higher Education for Women be Professional Training? No mistake should be made here. We must not commit the error already made in the education of our young men. We have to deplore that there is a general tendency to undervalue the advantages of a thorough training

in our Colleges and Universities unless it opens up a door to Professional life. The worthy President of University College, Toronto, whose strong views on co-education are so well known, expressed himself with equal soundness on this question. In his recent address at the Convocation of University College, he says: "But education in its highest sense means something distinct from this. It means education based on the love of knowledge for its own sake; and widely diffused so that it shall leaven the whole community and make us an educated people. For this purpose we stand peculiarly in need of highly educated women, through whom we may look for intellectual culture extending its refining influences even into the stormy arena of political contention, while it places before the rising generation a humane and ennobling standard such as we can very partially lay claim to now. This is what I understand by the Higher Education of Women; and this the present scheme tends to retard rather than to secure." While we advocate the fullest liberty in this matter to women who have the taste and the nerve to enter professional life, there is little danger that the privileges afforded them will be abused. A policy of Free Trade, however, will be the safest for our gentlemen professionals to adopt in this case, whatever their politics may be, for any effort made to protect themselves by barring out women will only create the greater desire to invade their sacred precincts. The professional tendencies of the times may be observed from the following:

At Queen's, number of lady students in	
Medicine .....	14
" Toronto .....	10
" Victoria Medical Schools .....	0
" McGill .....	0

Let it not be supposed for a moment that there are not ample opportunities

for our women to exercise their very highest gifts in mental culture and refinement. There is a Profession open to them of possibilities hitherto not dreamed of, and, up to the present, very inadequately filled—*The Profession of Teaching.*

It is undoubtedly the experience of those who have to do with Institutions for the Higher Education of Women, that the supply of teachers possessed of high scholarship and the refinement so necessary, is not equal to the demand—and the demand is becoming greater every year. In England some years ago there were two classes of female teachers, or governesses, as they were more generally styled. Both did their work badly. One class rose from the lower ranks, and by indomitable perseverance acquired an education that fitted them for imparting a certain amount of knowledge; but they were lacking in the polish that English people demanded for the drawing-room. The other class came from a very different rank. Women once in the enjoyment of comfort and ease, meeting with reverses in life, found it necessary to provide for themselves, and without the intellectual preparation undertook the management of schools or gave private instruction, and sadly failed. They left as a monument of their failure the odium that attached for a long time to the *Boarding Schools.*

We want to elevate the profession of teaching in Canada to the dignity to which it is justly entitled. What is needed is that women, who have had the advantages of the highest mental culture, as well as the refining influences of our best homes, should not consider it beneath their dignity to engage in the work of education. Let women consider it their privilege as well as their duty to take a part in this work, even when they do not require to enter it for a "Living," and the cause of education will receive a

*new inspiration.* We shall then have no difficulty in obtaining an Annex College in affiliation with the Provincial University, thereby securing in separate classes the advantages of a distinguished Professoriate.

Our women are specially adapted to the work of teaching. The educational success already achieved by female teachers is evidence of their adaptation for it, and gives encouragement to extend the facilities to prepare them for this particular work.

In the United States the proportion of female teachers engaged in the work of public education is seventy-five per cent. In Ontario the proportion will be over fifty per cent.

Owing in a large measure to the small remuneration paid our public school teachers there is necessarily a want of permanency in the profession. From four to five years is the average experience gained by the teacher, and his calling is made the stepping-stone to some more lucrative vocation. And who can blame him? Into what calling in life can a man enter with so discouraging an outlook? The teacher, who is prepared to remain permanently in the profession, may be described as a person who is determined to sacrifice himself on his country's altar. And, while the argument of a want of permanency applies with equal force to lady teachers, we have no hesitation in saying that, during this short period, they exercise a far more powerful influence in the moulding of character. Woman's ready sympathy, her simple and clear methods of expression, her soul power earlier developed, all tend to give her the supremacy in influencing the moral and religious life of the young. In our Kindergartens and Elementary Schools the field is hers by conquest. And when we have learned to demand qualifications of greater importance than those determined by written examinations, the supply will not be

greater than the demand, and our lady teachers will be better paid for the work they do. We come now to deal more directly with the Ladies' Colleges. Their necessity has been fully implied in the foregoing remarks.

1. The distinctive character of their work.

With reference to the share of educational work entrusted to these Colleges, it may be said that they have a two-fold object in view.

(a) To give a liberal education, embracing a knowledge of Music and the Fine Arts. To co-operate as far as possible in the matter of University Education.

(b) To assist in the moulding of character, under a wisely ordered system so difficult to obtain even in the best regulated homes. To afford the refining influences which will better prepare our women for the profession of teaching.

In regard to the matter of co-education I feel called upon in this connection to enter a protest against it, based on personal experience derived under a system of co-education as well as under separate classes. The age demands of the young lady that she should know something of Music and Painting, whilst no such demands are made of her brother. The time which must be devoted to these subjects renders it impossible to compete on equal terms, otherwise we are demanding a much larger share of work from her. In order, therefore, that the young lady's literary work may be carried on in connection with these additional subjects, it becomes necessary for her to have separate classes, where satisfactory provision can be made for the differences in study. Again, the demands of social life prevent the successful accomplishment of their education along the same lines. A young lady labours under many disadvantages in attempting a heavy course of study after the

age of twenty, at which time the young man is expected to begin the severer studies of his course. Exceptional cases there may be, but we must submit to the inevitable and to the general law:—

2. The relation of Ladies' Colleges to Church and State.

(a) The Ladies' Colleges to be not only in name but in fact under the direct control of their respective churches.

(b) The State to give a definite recognition and value to the higher work of education done.

It is in the interests of the Ladies' Colleges that we welcome the prospective University Confederation. The Churches relieved of some of the burdens of secular education will be able to give more attention to legitimate church work in providing for the higher education of their women, second only in importance to the efficient education of candidates for the Ministry. The denominations controlling the education of women, in addition to the influence exercised in the University of the Province, need have no fears of the safety of our State Education.

It is no credit to our Churches to be able to say that they have not the charge of a single Ladies' College in Ontario. That there is not one College for the Higher Education of Women with one dollar's endowment. Which of our denominations will be the first to set a noble example? Who will be the first benefactor in Ontario to help the endowment of these Colleges? With a liberal endowment which would lessen the actual cost to students, thus enabling them to continue longer at College, and at the same time increase the facilities for still higher work, these Colleges are destined to give an impulse to the cause of education that it has not yet received.

Owing to the denominational con

trol here advocated, and we think wisely, no State aid can be expected. Their connection with the Provincial University along the lines already established will be found of the very greatest service. The examinations held in these Colleges, where desired, under the control of the University Senate, may be made more effective by not only recognizing them in the regular University course in proceeding to a degree, but also giving them the value of qualifications required for teachers' certificates. To complete the work undertaken by these Colleges an Annex College for women is needed, in direct affiliation with the Provincial University and Normal

School. The number of women entering on a full University course may be limited, but the number demanded for the teaching profession will always be large. An Institution combining both these interests could be made a success. The women pursuing a University course and those preparing for teachers would have the safeguards of a College Residence, and in much of their work, common to both courses, they would enjoy equally the advantages provided under the scheme of University Confederation. Such Annex College would afford the advantages of separate classes, and would combine efficiency with economy.

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#### LORD ARDMILLAN ON HONOUR IN BOYS.

**H**IS Lordship said—I really scarcely can understand why it is that my young friends here have done me the honour of requesting me to deliver the prizes to them, unless it be that through the shadows cast by many years, and in spite of grey hairs and grandchildren, they still perceive in me the lingering spark of a yet unextinguished boyishness. And perhaps it may be so. I do not mourn for the lapse of time, nor complain that “my May of life, has fallen into the sere and yellow leaf,” nor amid the flying years do I wish the renovation of youth, nor even seek

. . . Moram  
Rugis et instanti senectae  
Adferet, indomitaeque morti.

Nor even do I vainly murmur as I look back,

Oh, age has weary days,  
And nights of sleepless pain ;  
Thou golden time of youthful prime  
Why comest thou not again ?

I know well, that the spring-time can never return ; but there is a youthful

feeling which outlasts the youth of life, and the heart never grows old, unless we deaden its sensibility by selfishness. Therefore, it has been my endeavour and my delight, to keep fresh and unbroken my interest and sympathy in the progress and feelings and the sports of youth. I am happy in the companionship of the young. I have always been friendly to athletic exercises and to competitive athletic exercises. I believe that manly sports, and generous rivalry and honourable competitions, and the lesson of winning without conceit and losing without grudge, and the qualities of promptitude, energy, temper, courage and endurance, developed and trained in these competitions, are of great value, both now, in school work and college work, and afterwards in the battle of life. (Cheers.) Therefore, I say, work well, and strive earnestly and contend honourably, and wear your honours modestly, and you will be the better for all your efforts, mental or physical

It is very pleasant to see the sight—and it is not an uncommon one—of the best athlete, the fastest in the race, the Captain of the Eleven, standing at the same time, among the foremost, contending in the literary Olympics of your higher work. But other lessons are taught in your games. I particularly allude to that fine feeling of honour—what Burke calls, “the sensibility of principle, the chastity of honour—which feels a stain like a wound.” That honour is taught and trained and exercised in such competitions. I remember a few years ago being present on your ground at a cricket match. The Eleven of Merchiston were in the midst of their innings, and playing an uphill game. A fine-spirited youth was at the wicket, with his eye well in, hitting freely and well. The wicket-keeper caught the ball. “How is that, umpire?” said he. “Not out,” said the umpire. “Yes I am out,” said the youth, “it touched my bat, and I felt it,” and he walked off from the wicket amid the cheers of every one in the field, in which I heartily joined. (Cheers.) Many cricketers would have preserved silence. No rule of the game that I know would have been broken by accepting the umpire’s decision, but the spirit of the noble, ingenuous youth spurned the deceit, and led him to disclose the fact. That was a true honour. I will tell you an anecdote of older date, which illustrates the same thing. Long ago, in the days of State lotteries—a very bad institution, which, like many other bad things, has passed away in the progress of the nation—two young gentlemen agreed to purchase each a lottery ticket. One, who lived in London, was to buy both tickets, one for each in his own name, and he did so. The time for drawing the prizes came, and the one in town wrote to his friend in the country, “Your ticket has turned up a £5,000 prize.” “How do you know it is mine?”

writes back the “*rusticus abnormis*.” “Because,” wrote the other, “when I bought the two tickets I put a little mark in pencil on the back of the ticket that was intended for you, and that has gained the prize.” No human being could have known but himself, but he disclosed the truth and gave up the prize, because his honour prompted him to do so. A finer spirit of honour has rarely been seen, than was in the heart of the man who would have so acted. Such a spirit Burns describes as glowing on the countenance, when “The eye, e’en turned on empty space, beams keen with honour.” Such a feeling of honour is, I believe, developed in the games and competitions of a great school like this. This excellent school has again this session, in the fencing-hall, in the field, and in the class-room, maintained its distinction; and it is delightful to all those who take an interest in Merchiston, to feel that it has done so. There are other admirable institutions in this city, but there is room for them all. True scholarly earnestness should have a friendly character as well as an improving influence—“*emollit mores nec sinit esse ferox*”—and then our enlightened love of education rises above jealousy. No good institution ever prospers by the depreciation of another. Now, one word before I close—You here win prizes, but you gain better things still. Here you form warm, precious, hearty friendships that may last through life, and which are better things than prizes. Cultivate the heart as well as the head. Knowledge is good; but love is better still; and higher, nobler, purer than the finest natural instinct or social spirit of honour is the Christian feeling which leads a man to live as under the eye of God, who sees your every act and knows your every feeling. So to love, and so to live, is to realize the greatest happiness permitted to man upon earth. (Cheers.)

## THE ORIGIN AND DEVELOPMENT OF CONSTITUTIONAL GOVERNMENT IN ENGLAND.

BY D. NASMITH, ESQ., LL.B.

(Continued from page 12.)

HOW British sovereignty came to be lodged in the joint hands of the Crown, the Lords and the Commons as assembled in Parliament will appear hereafter. For the moment the proposition is this:—Regarding the Crown as one unit, the Lords as the second unit, and the Commons as the third unit, it may be said that individually each is powerless, collectively they are sovereign. In short, by the theory of our constitution, no change can be effected in it without the concurrence of the three elements. In other words, when a change is suggested three wills are necessary to make it law—the will of the Commons, the will of the Lords, and the will of the Crown, *i.e.*, A, B, and C must agree. Each of the three has the indisputable and equal right to his opinion, and has not merely the right, but is, from the very nature of the position, bound to exercise it conscientiously, for A, B, and C are each and all trustees of the national interests. If for the sake of, the proposition it is assumed that it is arranged between the three that B and C shall take the initiative in all matters, and that when B and C are agreed the assent of A shall be asked, it is obvious that when B and C do agree A should be able and prepared to assign a strong reason for withholding assent; nor is it less obvious that, as one of three fiduciaries, nothing could justify A in concurring with B and C contrary to A's clear conviction of duty to the *cesqui que trust*—the nation. If impersonal propositions of this kind

are unanswerable, how is it possible logically to alter the case by individualizing? If we take A to represent the Crown, B the Lords, and C the Commons, then I say that by our constitution the Crown, the Lords, and the Commons has each its distinct duty to the nation. That duty is to act conscientiously and independently the one of the other when they cannot agree. The reciprocal duty of the nation is to support all when they do, and each when it does. If the matter under consideration is deemed important and agreement appears hopeless, our constitution has provided the means of solving the difficulty. By a dissolution of Parliament, and an appeal to the constituencies, the opinion of the nation at large may be ascertained, and A, B, and C thus relieved from the responsibility of acting on their individual conviction.

In 1679 one faction of the nation wished to coerce Charles II. to become a party to the exclusion of his brother James from the throne—James was an avowed Papist. The members of that faction were branded by their opponents with the epithet "Petitioners," and afterwards with that of "Whigs." They in their return branded their opponents with the epithet "Abhorrors," and afterwards with that of "Tories." It was not, however, till the accession of the House of Hanover that the nation itself became divided into the two great parties, the Whigs, or friends of the new establishment, and the Tories

and Jacobites, its secret or avowed opponents. It was but natural that the Whigs should have the confidence of the Protestant successors to the crown, and more especially that of the early Hanoverian princes, and that places of power and profit should fall into their hands. Prior to 1714, as is well known to every reader of English history, our Kings and Queens had been the prime movers of their individual policy. If not always susceptible of advice, most of them were sufficiently acquainted with the details of government to be well able to act without it. An important change, however, in the administration had gradually been developed between the Restoration and the close of the reign of William III. From the accession of William I. the King had always had his Privy Council, composed of the great officers of State, and of such other persons as he thought fit to summon to it. With these privy councillors, who were sworn to fidelity and secrecy, he discussed matters of State policy, and in most instances adopted the course approved of by the majority. In this body, always more or less numerous, it was natural that the King should find certain members in whom he reposed special confidence, and with whom he privately discussed matters before submitting them to the general council. We find the term "Cabinet Council" applied to those special confidants as early as the reign of Charles I. It was not, however, till the Restoration, in fact till the fall of Clarendon, that the King with his Cabinet Council finally determined matters without discussing them with the Privy Council, simply submitting their decisions to that body for formal ratification; and it was not till the reign of William III. that this course of proceeding became the settled practice. In that reign the two bodies became distinct, the Privy Council being practi-

cally excluded from all business of State. Royal proclamations and orders still emanate, however, as the law requires, from the Privy Council.

On the accession of George I. the personal superintendence of the Crown came to an end. His Majesty could not speak the English language. He was neither familiar with English politics nor with English character. He therefore wisely entrusted to his ministers the entire management of his new kingdom. To a large extent his son followed his example. The consequence was that for about forty years the personal authority of the Crown was practically imperceptible. During the reigns of the first two Georges nine different ministers directed the affairs of the State. "It became," says Hallam, "the point of honour among public men to fight uniformly under the same banner, though not perhaps for the same cause, if indeed there was any cause really fought for but the advancement of a party." All England—peers and commons were thus divided into two parties. Every man was assumed to be either Whig or Tory. The administration was in the hands of the Ministry. Lord Macaulay says:—"The Ministry is in fact a committee of the leading members of the two Houses. It is nominated by the crown, but it consists exclusively of statesmen, whose opinion on the pressing questions of the time agree, in the main, with the opinion of the majority of the House of Commons. Among the members of this committee are distributed the great departments of the administration. Each minister conducts the ordinary business of his own office without reference to his colleagues. But the most important business of every office, and especially such business as is likely to be the subject of discussion in Parliament, is brought under the consideration of the whole Ministry.

In Parliament the Ministers are bound to act as one man on all questions relating to the Executive Government. If one of them dissents from the rest on a question too important to admit of compromise, it is his duty to retire. While the Ministers retain the confidence of the Parliamentary majority, that majority supports them against opposition, and rejects every motion that reflects on them or is likely to embarrass them. If they forfeit that confidence, if the Parliamentary majority is dissatisfied with the way in which the prerogative of mercy is used, with the conduct of foreign affairs, with the conduct of a war, the remedy is simple. It is not necessary that the Commons should take on themselves the business of administration, that they should request the Crown to make this man a bishop and that man a judge, to pardon one criminal and execute another, to negotiate a treaty on a particular basis, or to send an expedition to a particular place. They have merely to declare that they have ceased to trust the Ministry and to ask for a ministry that they can trust."

It was not till after the year 1836 that it became the fashion to style the Whigs "Liberals" and the Tories "Conservatives." Like the terms "Whig" and "Tory," the terms "Liberal" and "Conservative" are at the present day meaningless. They describe no policy, represent no set of political opinions. They are mere party names. The terms A's and B's would be as descriptive and less pernicious, for between the best men of each party there is no perceptible difference. Whether Liberals or Conservatives, the best of each are staunch supporters of the Constitution. There is, however, this distinction between the two parties—all Conservatives are Royalists; whereas the Liberal party, embracing as it does all who are not Conservatives, necessarily includes

those whose tendencies are Democratic. Hence the initial difficulty of every Liberal premier.

But, be that as it may, the point before us is this:—The position of A, B, and C, relatively to the nation at large has by the institution of party government been somewhat, but not unfortunately, complicated. Though relatively to each other and to the nation A, B, and C are units, as already stated, by the system of party government, B and C each consists of two elements, viz., Conservative B's and Liberal B's, and Conservative C's and Liberal C's. When the question in the Commons, *e. g.*, is whether it is or is not good for the nation that a certain suggested change should be made, or be made in a particular manner at a particular time,—of course it is assumed by the maker of the suggestion that the nation really desire it;—and it happens that the Liberal C's outvote the Conservative C's—the vote of the Commons is in favour of the suggested change. The same proposition then goes up to the Lords, who must come to the same vote before the assent of the Crown can be asked. Should it happen that the Conservative peers should outvote the Liberal peers, the vote of the Upper House will not accord with that of the Lower. But, though reference to the Crown under such circumstances is impossible, reference to the nation is not. It is possible that the wish of the nation has been misconceived by B or C. The premier may request the Crown to dissolve Parliament, or the Crown may of its own motion do so, but neither is in duty bound to do so. There may be valid reasons apart from the particular question why that course should not be adopted. There is yet another course open by which compliance with the will of the nation may be secured. The Crown, should it be satisfied that the majority in the

Lords are antagonistic to the real desire of the people, can create any number of peers that it may think fit, and can therefore, if satisfied that it is its duty to do so, create Conservative or Liberal peers sufficient to silence any factious opposition on the part of the peers. It need hardly be stated that the Crown will not resort to this measure unless satisfied that it is demanded by the nation, of which fact it cannot be assured otherwise than by the constitutional method of ascertaining the will of the people—a dissolution of Parliament and a general election.

Glancing over the *Chronometrical Chart of English History*, and regarding it century by century, the following incidents appear to be landmarks in the growth of Constitutional Government—as we now understand it—in England. In 1066 William of Normandy laid claim to the crown of England, *jure successionis*. He repudiated the title *jure belli*. By chapters fifty-two and fifty-eight of his laws, however, he made feudalism, and that a most special feudalism, the rule of land tenure in England. He claimed, as vested in himself, the sovereign title to the soil of the country. All tenants were made mere usufructuaries—a theory, it need scarcely be said, consistent only with that of absolute monarchy. It is true that in theory no new laws could be enacted without the sanction of the Great Council of which the King was the head; but, as there was no security for individuals against acts of the prerogative, the King's will in matters temporal was practically absolute. Normans and Saxons alike were Roman Catholics. Politically and socially, the influence of the Church was enormous. The Church of Rome was, in fact, at that period, the dominant power in Europe. In 1185 the ecclesiastical and the civil jurisdictions were separated.

*The Twelfth Century.*—Henry I. married a Saxon Princess, and gave to the Saxons a charter of liberties. Of him, Lord Brougham says:—"It is certain that, with great talents and address, Henry was one of the most unprincipled and tyrannical Princes that ever sat upon the English throne." Of the reign of Stephen, Mackintosh says:—"This reign presents the most perfect condensation of all the ills of feudality to be found in history." But there are a few bright spots even on the dark page of this century. Three Crusades, if of no other value, brought distant nations into contact. In 1107 the bishops were reluctantly forced to concede homage to the King. In 1164, we have in the Constitutions of Clarendon abundant proof that there was then living in this island those who clearly understood the true province of the Church and that of the secular power, and to whom the notion of *imperium in imperio* and papal interference was intolerable. A careful study of the Constitutions of Clarendon will amply repay the student; he will there find why the archbishops and other spiritual dignitaries were made barons of the realm. Attempts were also made to place secular law on a firmer basis. Trial by battle was superseded by sixteen sworn recognitors. The country was divided into six districts, and itinerent justices were appointed to secure the administration of uniform justice. The twelfth century closed with a population in England of about two million, practically the same as that found by William in 1066. Natural increase and the influx of Normans had been balanced by the horrors of civil war.

*The Thirteenth Century.*—The annals of the dawn of this century are stained with royal blood-shed, if not by the hands, at the instance of Royalty. It is said that King John caused the assassination of his nephew

Arthur in 1203. Be this as it may, one of the consequences of the Prince's death was the loss to the Kings of England of the major portion of their continental possessions. The gain to this nation is said to have been the final adoption by the Norman nobles of England as their home.

The characteristic of the first seventy years of this century is the hearty co-operation of the spiritual and lay barons in the great task of annihilating monarchy in the country and substituting for it the government of King, Lords, and Commons.

In 1215, the nobles, headed by Archbishop Langton, presented themselves in arms before King John and compelled him to sign Magna Charta. To sections twelve, fourteen, eighteen, thirty-nine, forty, and forty-one, I direct the special attention of those not at present familiar with them. In 1258, the nobles, headed by Simon de Montfort, assembled in arms at Oxford and passed, at what was afterwards termed the Mad Parliament, the "Oxford Statutes," which, among other matters, provided that twenty-four persons should be appointed to secure the faithful execution of the laws, and that those persons should be responsible to Parliament, which should assemble three times a year; that four knights should be chosen by the freeholders of each county to attend the Parliament; and that it should be their duty to inquire into grievances within their respective districts, and deliver their inquisition to Parliament. In 1265 Simon de Montfort and the nobles who supported him required that two burgesses should be returned to Parliament for every borough in each county. In 1297 the statute usually styled "Confirmatio Chartarum" re-enacted the Magna Charta, with important additions, one of which made the presence of the burgesses in Parliament indispensable, another made taxation without the

consent of Parliament, illegal. In this instance, Edward I., who reigned from 1272 till 1307, co-operated with the Lords and Commons. Sir Matthew Hale, says of Edward I.:—"He is well-styled our English Justinian; for, in his time, the law, as if by a bound, obtained a very great perfection." He says the Acts of Parliament in the time of this king are full of excellent wisdom and perspicuity, yet brevity. It would be an error, however, to conclude that Edward I. was guiltless of arbitrary and violent measures.

*The Fourteenth Century.*—Though it is not clear when the two Houses of Parliament first had a separate existence, it is generally admitted that they sat separately, at least, in 1343. In 1352 the Commons began to take the initiative in popular measures, and in 1376 they impeached the Lords Latimer and Nevil, together with four commoners, for illegal practices.

During the reign of Richard II. (1377 to 1399) the nobles divided, and, distracted by rival factions, were, for the time being, unable to support the Commons in their struggle with the Crown; the result was that Richard succeeded in making the royal will the only law. There always has been a limit to British endurance of tyranny, of whatever nature, or from whatever quarter. Nobles and commons, heedless of other matters, flocked to the standard of Henry of Lancaster, and Richard was deposed.

*The Fifteenth Century.*—In 1406, and apparently without any intention on the part either of the king or the Lords to give offence to the Commons, Henry IV. and the Lords discussed the then condition of the country and the question of a grant. The Commons, however, protested. They declared that it was an infringement of the Constitution for the king to take notice of matters pending in Parliament, and maintained it to be

their exclusive right to originate money bills. During the reign of Henry VI. (1422-1461) the Commons substituted bills for petitions.

*The Sixteenth Century.*—From the commencement of the Wars of the Roses in 1455 till the close of the Tudor dynasty in 1603, the history of England is almost a blank as to matters constitutional. During those wars, the nobles who were not destroyed were so crippled as to be powerless to aid the Commons. No fewer than eighty princes of the blood are said to have perished. The Roman Church, the sole remaining power capable of coping with the Crown, was laid prostrate by Henry VIII. The new Anglican Church, of which he declared himself the head, had neither the inclination nor ability to thwart his will. His parliaments were obsequiousness itself. The introduction of printing, the discovery of America, religious discussions and persecutions, and a rapidly developing commerce diverted for a time the public mind from politics; but, during the long and brilliant reign of Elizabeth, nobles and commoners gradually recovered their political energy. At the hands of the great champion of Protestantism and the destroyer of the Spanish Armada, all were willing to endure what but few would then tolerate from another.

*The Seventeenth Century.*—In 1604 the Commons vindicated their right to determine the question of contested elections. In the same Parliament they maintained the privilege of Parliament in the case of Sir Thomas Shirley. In 1621 they impeached Sir Giles Compton and others, and thus revived a practice that had been in disuse since 1449. On the 18th December, 1621, the Commons recorded their celebrated Declaration of Rights, the chief of which is the right fully to discuss in Parliament all matters affecting the welfare of the

State. They were therein supported by members of the Upper House, and, notably among them, by Oxford, Southampton, Essex, Warwick, Say, and Spencer. Had it not been for the contemptible servility of the bishops and the judges, the reign of James I., the advocate of the divine right of the Stuart Kings, would have been still more fruitful in the reassertion of constitutional principles.

Of the history of the five Parliaments of Charles I. it is unnecessary and impossible to say more than that, in 1628, his third Parliament presented their Petition of Rights. That, having dissolved his fourth Parliament on the 5th of May, 1640, and resolved to govern without one, Charles summoned a general council of peers at York on the 24th September, 1640. The peers met, but the only advice they had to give to the king was to summon Parliament. That, in his fifth Parliament, known as the Long Parliament, Strafford and Laud were impeached; Ship-money, the Star Chamber, and the High Commission Court were abolished. The Commons then presented to the king their Remonstrance, consisting of two hundred and six articles, which incident is specially memorable for the fact that the discussion concerning it furnishes us with the first distinct proof of the existence of two parties in the Commons, respectively known, at a later date, as the Cavaliers and the Roundheads. Charles supposed this disunion to be his opportunity, but he was mistaken; the consequence is well known. The violation of the principles of the Constitution cost him his head.

The interregnum, commonly styled the Commonwealth, endured from the 30th January, 1649, till the 8th May, 1660. A more able man than Cromwell never held sway in this country, or more splendidly vindicated its honour abroad; but even his genius

could not solve the problem of governing England without the union of King, Lords, and Commons.

In 1660, feudal tenure was abolished in England, and, speaking generally, all tenures were turned into free and common socage. With the exceptions we cannot now deal. In lieu of the feudal privileges thus taken from the Crown, Parliament gave it an excise duty. In 1661, under the name of the "Guards," was laid the foundation of the present standing army. In 1670, Chief Justice Vaughan maintained the dignity of trial by jury—an institution which, in the defence of the liberty of the subject, has defied alike the tyranny of great and small—by ruling that jurymen are responsible only to God and their consciences.

On the 6th March, 1679, the Commons, in Danby's case, resolved that a dissolution of Parliament does not stop an impeachment, and that a pardon under the great seal in bar of an impeachment is void. In 1677 the Habeas Corpus Act fixed the time within which persons thrown into prison must be produced after service of the writ upon the gaoler, and made any judge refusing the writ liable to a penalty of £500. On the 5th Nov-

ember, 1688, at the request of ninety peers, William of Orange, landed in England, and James II., who had disgusted every section of the community, fled. The 16th December, 1689, is memorable for the Bill of Rights. In the same year the Toleration and Mutiny Acts were passed. In 1694 the censorship of the press was abolished.

*The Eighteenth Century.*—In 1701, the Act of Settlement secured a Protestant succession to the Crown, and, among other matters, made the judges removable only at the instance of both Houses of Parliament. In 1714, as already stated, party governments became a constitutional principle.

*The Nineteenth Century.*—In 1807 the slave trade was abolished. In 1829 the Roman Catholic Relief Act was passed. In 1832 the Reform Bill effected a general redistribution of seats, coupled with an extension of the franchise. 1867 witnessed a like procedure. In 1858 tardy justice was accorded to the Jews by their admission into Parliament.

With such a history, may we not, in the language of Shakespeare, say—

"Nought shall make us rue,  
If England to itself do rest but true?"

—*The Educational Times.*

## LETTERS TO YOUNG MEN AT COLLEGE.—II.

BY D. A. O'SULLIVAN, M.A., LL.B., BARRISTER-AT-LAW, TORONTO.

### PROFESSION OR NO PROFESSION.

IT is natural to suppose that every person is intended for some useful or ornamental position in society. A college boy is a person, *therefore*, etc.; he can work out the syllogism without any instructions from the Professor of Logic. He may not be able to get beyond the general proposition—nor indeed may the professor, although the latter may cover his

retreat by a learned reference to general and particular propositions, that the boy may be pardoned for not understanding at the stage in which we are considering him at present. But the question is: What is the position to be assumed or likely to be assumed by the boy, and does it make any difference to him, or is it worth while considering at the early stage of college life? Rather, can any good be done in nine cases out of ten by

the most elaborate enquiry into the possibilities of the future?

The boy we have seen has already a fair rudimentary education—knows the three R's—his prayers and the decencies of social life. These are his stock-in-trade; now he is going in for more. There is Latin and Greek, History and Philosophy, Science and Polite Literature, the Fine Arts. What need has he of these or any of these, and what return will they bring him or his father or to society at large?

I believe no man can be over-educated in his own profession; he can't know too much of law if he is a lawyer, or too much medicine if a doctor, or too much theology or divinity as it is said if a clergyman. But I am far from believing that a man may not be so well educated *outside* his profession as to become a comparative failure within. He has expended his energies in one direction and hopes to make his living in another. That is a mistake. Life is too short—or rather the studying time of life is too short for such elaborate by-play. His studies have not been to the point. No one can fit himself for one calling by making another his chief attraction. It is making love to one person and marrying some one else. Every man is ignorant unless he is well instructed in what pertains to him—well up as they say in his own calling, and so if his calling requires a more or less elaborate preparation, then the college education should be so proportioned. I will refer presently to the object in view in a college and in professional schools; for the present we are discussing how much or how little of that education is necessary or desirable. If the waiters in some of the New England hotels can take your orders in several languages, would not every sensible man say that was a great waste of energy? *Æsthetic* people may say that it makes them

better waiters, but that is to be doubted. The young man who goes into a dry-goods store and can give full descriptions of the clothing and dress of the Greeks and Romans might stand a poor chance with a rival who never saw the *outside* even of a college, and couldn't tell a *toga prætexta* from the cheapest *tunica*. But on the other hand doctors have been known to whom the Latinity of the *Pharmacopœia* was as far removed as that of Tacitus, and whose education was altogether behind the terms of their diploma—unless their title *Doctor* was to be regarded in the *lucus a non lucendo* principle. And things equally uncomplimentary about lawyers and their legal maxims may be adduced, as also not to offend by omission, the clergyman and the difficulties of his rubrics.

To come back to the question we set out with, it is obvious a line must be drawn somewhere. Does the *man* need a liberal education; if not, why should the *boy* spend his time and money in obtaining it? If he proposes the study of the learned professions it goes without saying that he should have a liberal education for a ground work. If his pursuit is journalism, literature, the fine arts, or such avocation as that the brain is the worker; it becomes a necessity. In manual labour—if any one is to be found now who is to work with his hands—it is a luxury, and in nine cases out of ten it may be a positive hindrance.

I am not, of course, here speaking of Commercial Colleges; they are training schools of a different type and do work for special classes; well conducted they might fairly grant a degree which would be or ought to be of more use in our times than the degrees in an ordinary arts course.

I would, therefore, say to a young man, consider if a college education is to be a luxury or a necessity to

you, if it will help you to make your living after you are done with it, and will come into requisition every day. If there is nothing open to you after your course except to become a waiter, then you had better give up the idea of a college education at once. If you are to become a farmer or a mechanic, though I am ashamed to make this suggestion, your good school education will probably suffice; though if you have the time and money by all means continue at least long enough till you find that you are despising yourself for thinking of these honest employments. But do not aim at any of the learned professions unless you have a decent education. You will be called upon to mix with educated people in public, and if you have not learned that silence is golden your speech will betray you. And speech will at times be a necessity when silence would be a crime, and what then would become of you? Well, you might say, truthfully, "perhaps I would do as well as the *run* of the others," and so you would, I regret to say, and if you are content to be as good as the *run* of the others, then there is no reason you would appreciate, why you should not run as

they have run. I would propose that you win the race, however, and run as the man who comes in first. The first-class men in the learned professions are chiefly of two kinds, men who have ordinary talents joined to an extraordinary use of them, and the men of extraordinary talent, or rather the geniuses who average one in ten thousand. In my estimate the chances are a thousand to one that any given student is not a genius, and to ensure success, to run the race, he must use all his talents and know how to use them. The right use of a college education to a professional man is to teach him how to make the best use of his faculties in the mastering of the profession. In older and wealthier countries the idea that any preparatory course should even remotely point to any profession was scoffed at, regarded as utilitarian and *Scotch* and smelt of the shop, but I believe that idea is largely adopted in this country. Here you must have your *shingle* out before you are twenty-five, and indeed if the strict theory of a liberal education joined to a study of the professions were to prevail, a man might take his wife and family to see himself presented for his degree.

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## EDITORIAL.

### COLERIDGE'S "ANCIENT MARINER."

THE publication, in Mr. Morley's admirable "English Men of Letters Series," of Mr. H. D. Traill's monograph on Coleridge once more, and we should say authoritatively, recites the circumstances under which Coleridge's immortal ballad was written. As both the *Ancient Mariner* and *Christabel* are subjects for literary study for the educational work in English for the current year, we may not be doing dis-service by relating in brief

the origin of the former of these poems, and by supplying some critical estimate of its weird character and the genius of the man who penned it.

Despite DeQuincey's objections to Wordsworth's connection with the poem, this latest biographer of Coleridge adheres to Wordsworth's own account of the circumstances under which it was written. These are briefly as follows:—the poem was intended as a "pot-boiler," to defray the expenses of a holiday ramble in the neighbourhood of Linton and the Valley of

Stones, undertaken by Coleridge and Wordsworth, accompanied by the latter's sister. In the course of this ramble, Wordsworth tells us, was planned the poem of the *Ancient Mariner*, founded on a dream, as Mr. Coleridge said, of his friend Mr. Cruikshank. "Much the greatest part of the story was Mr. Coleridge's invention, but certain parts I suggested; for example, some crime was to be committed that should bring upon the Old Navigator, as Coleridge afterwards delighted to call him, the spectral prosecution, as a consequence of that crime and his own wanderings. I had been reading in Shelvocke's *Voyages*, a day or two before," Wordsworth continues, "that while doubling Cape Horn they frequently saw albatrosses in that latitude, the largest sort of sea-fowl, some extending their wings twelve or thirteen feet. 'Suppose,' said I, 'you represent him as having killed one of these birds on entering the South Sea, and that the tutelary spirits of these regions take upon them to avenge the crime.' The incident was thought fit for the purpose, and adopted accordingly. I also suggested the navigation of the ship by the dead men, but do not recollect that I had anything more to do with the scheme of the poem. . . . As we endeavoured to proceed jointly (I speak of the same evening) our respective manners proved so widely different, that it would have been presumptuous in me to do anything but separate from an undertaking upon which I could only have been a clog. . . . The *Ancient Mariner* grew and grew till it became too important for our first object, which was limited to our expectation of five pounds; and we began to think of a volume which was to consist, as Mr. Coleridge has told the world, of poems chiefly on supernatural subjects."

Out of these simple incidents was wrought that wild, weird picture of

the imagination—the *Ancient Mariner*, and whose supernatural beauties are as marked as are the supernatural characters of the poem itself. Out of this intimacy between Wordsworth and Coleridge, which began in 1797, also grew the idea of publishing, conjointly, the volume Wordsworth speaks of above, the product of which was the *Lyrical Ballads*, which appeared in the spring of 1798. How this volume came to be written, Wordsworth already gives us in part the explanation. But we have a fuller account of the project in the *Biographia Literaria*, which, we think, is of sufficient interest here to set forth.

In their daily rambles in the Quantock Hills, in Somersetshire, the two poets had had many talks together, as Coleridge remarks, "on the two cardinal points of poetry, the power of exciting the sympathy of the reader by a faithful adherence to the truth of nature, and the power of giving the interest of novelty by the modifying colours of the imagination. . . . The thought suggested itself (to which of us I do not recollect) that a series of poems might be composed of two sorts. In the one the incidents and agents were to be, in part at least, supernatural; and the interest aimed at was to consist in the interesting of the affections by the dramatic truth of such emotions as would naturally accompany such situations, supposing them real. . . . For the second class, subjects were to be chosen from ordinary life; the characters and incidents were to be such as will be found in every village or its vicinity, where there is a meditative and feeling mind to seek after them, or to notice them when they present themselves." In this idea originated the plan of the *Lyrical Ballads*, a plan that not only had in view the publication of a joint volume of verse, but that in its style and method, would be a wholesome departure from the poetic diction,

with its forced antithesis and monotonous rhythm, which had enthralled English verse from the days of Pope. Of the poets that burst into song at the beginning of the century, only two of them—Wordsworth and Coleridge—were possessed of the critical and poetic powers combined. Shelley and Keats, though they were masters of a fine classical style, never indicated their preference for any poetic methods of construction. Scott and Byron were both reckless of style, and may be said often to fall below anything like art in the form, rhythm, and diction of the verse in which they chiefly wrote. Both Wordsworth and Coleridge, on the contrary, were critics of style, and both entered their protest against that vapid poetic diction which had been in vogue since Dryden's time, and which they wished to replace, and notably succeeded in replacing, by the more natural and genuine language of true thought and feeling. Principal Shairp, speaking of Wordsworth's blank verse, says "there is much, no doubt, which may freely be made over to the scourge of the critic;" but he adds that "even in the least effective of his verse, the critic will find in every page some line or phrase or thought, weighty with individual genius." Of Coleridge's best verse Swinburne remarks that, "the world has nothing like them, nor can have; they are of the highest kind, and of their own. He brackets as of supreme value "Christabel," "The Ancient Mariner," and "Kubla Khan," giving his preference, however, for the latter, which he terms the most wonderful of all poems. "In reading it," he says, "we are rapt into that paradise where 'music and colour and perfume are one;' where you see the hues and hear the harmonies of heaven. For absolute melody and splendour, it were hardly rash to call it the first poem of the language." Principal Shairp's own preference is for "Christ-

abel," whose magical beauty, he remarks, "has been so long canonized in the world's estimate, that to praise it now would be unseemly. It brought into English poetry an atmosphere of wonder and mystery, of beauty and pity combined, which was quite new at the time it appeared, and has never since been approached. The movement of its subtle cadences has a union of grace with power which only the finest lines of Shakespeare can parallel." "Coleridge," he continues, "from his temperament, was not often at the full pitch of his powers; but when he was, he possessed a style which, for inner delicacy and grace combined with inspired strength and free-sweeping movement, made him one of the few masters of poetic diction, one who, we may be quite sure, will in our language remain unsurpassed. Too early he forsook the muse, or the muse forsook him; and the most subtle imagination of his time was plunged in the Sterbonian bog of German metaphysics."

The estimate passed on the *Ancient Mariner* by Mr. Traill, the latest biographer of Coleridge, is, as may be expected, a high one. What strikes him most, is the simple realistic force of its narrative, which, obviously, it was Coleridge's main purpose to achieve. "But," as Mr. Traill remarks, "it is easier to undertake this than to perform it, and much easier to perform it in prose than in verse." "Coleridge," he goes on to say, "triumphs over his difficulties by sheer vividness of imagery and terse vigour of descriptive phrase—two qualities for which his previous poems did not prove him to possess by any means so complete a mastery. . . . In the *Ancient Mariner* his eye seems never to wander from his object, and again and again the scene starts out upon the canvas in two or three strokes of the brush. The skeleton ship, with the dicing demons on its

deck; the setting sun peering 'through its ribs, as if through a dungeon-grate;' the water-snakes under the moon-beams, with the 'elfish-light' falling off them 'in hoary flakes' when they reared; the dead crew, who work the ship and 'raise their limbs like lifeless tools'—everything seems to have been actually *seen*, and we believe it all as the story of a truthful eye-witness. The details of the voyage, too, are chronicled with such order and regularity, there is such a diary-like air about the whole thing, that we accept it almost as if it were a series of extracts from the ship's 'log.' Then again the execution—a great thing to be said of so long a poem—is marvellously equal throughout; the story never drags or flags for a moment, its felicities of diction are perpetual, and it is scarcely marred by a single weak line. What could have been better said of the instantaneous descent of the tropical night than :—

'The Sun's rim dips; the stars rush out :  
At one stride comes the dark ;'

What more weirdly imagined of the 'cracks and growls' of the rending iceberg than that they sounded "like noises in a swound?" And how beautifully steals in the passage that follows upon the cessation of the spirit's song :—

'It ceased; yet still the sails made on  
A pleasant noise till noon,  
A noise like to a hidden brook  
In the leafy month of June,  
That to the sleeping woods all night  
Singeth a quiet tune.'

Then, as the ballad draws to its close, after the ship has drifted over the harbour-bar—

'And I with sobs did pray—  
O let me be awake, my God ;  
Or let me sleep away,'

with what consummate art are we left to imagine the physical traces which the mariner's long agony has left behind it, by a method far more

terrible than any direct description—the effect, namely, which the sight of him produces upon others :—

'I moved my lips—the Pilot shrieked  
And fell down in a fit ;  
The holy Hermit raised his eyes,  
And prayed where he did sit.

'I took the oars : the Pilot's boy,  
*Who now doth crazy go,*  
Laughed loud and long, and all the while  
His eyes went to and fro.  
'Ha! ha!' quoth he, 'full plain I see,  
The Devil knows how to row.'

Perfect consistency of plan, in short, and complete equality of execution, brevity, self-restraint, and an unerring sense of artistic propriety—these," Mr. Traill concludes, "are the chief notes of the *Ancient Mariner*, as they are *not*, in my humble judgment, the chief notes of any poem of Coleridge's before or since."

#### ONTARIO: CONFEDERATION OF COLLEGES.

THIS important scheme for education in Ontario is being carefully considered by the different college boards affected by it, and discussed with much interest by all intelligent persons in the country.

There are three principal propositions to be considered in the scheme now before us : 1. Is it for the benefit of education in Ontario, as matters are at present, to confederate all the higher institutions of learning in one university, having the double duty of teaching and of examining for degrees? 2. This proposition being answered in the affirmative, what compensation, if any, should be given to those colleges, not now in the Queen's park for moving there? and 3. who is to make this compensation? We shall answer the last first. Every one of those engaged in the preparation of the scheme takes it for granted that that is to be the part of the government.

The executive of Queen's University has answered the first proposition in the negative.

The case of Queen's is very complex, and involves many intricate considerations.

We may remind our readers of its coming into existence by compulsion, owing to the State's relation to another college; of the fact that it received aid from the State for years, and the withdrawal of that annual grant. It is about mid-way between Toronto and Montreal, and closely connected with a denomination which is enthusiastic for the education of the whole people. The conclusion arrived at by the board practically relieved it of considering seriously the remaining questions.

It has been an open secret for some time past, that the authorities of Victoria College have been considering the possibility, yea, the propriety of moving from their present location. Offers have been made by friends of Victoria University in order to induce it to take up its abode in one or other of our larger cities. At the present juncture of affairs, circumstances enable the authorities of Victoria College to look favourably on the scheme for confederation. They are a united body. The union arrangements settled all college questions amongst themselves so that they are before the country with one school in Divinity and one University. And not only so, but in any case, they must have new buildings, therefore, we are glad to learn that in all probability "Victoria" will find a habitation for itself in the Queen's Park.

We understand that a difficulty presents itself to the authorities of Trinity Colleges connected with the terms upon which they have received endowments for the support of the college. We earnestly hope that this financial bar will be easily

moved out of the way, and that we shall have the satisfaction of seeing Trinity College along with the others safely housed in suitable buildings in the Park. To us, therefore, there does not appear any insuperable barrier, to Victoria and Trinity Universities forming a confederation with the University of Toronto. In dealing with the money part of the scheme great difficulties are sure to arise; first as to the amount to be given and for what reasons. Besides, there is this other phase of the problem which has not yet received the attention it deserves. Is University College to be endowed by the State, and the other Colleges not to be so treated, though the same work is done by all of them? There is still another view of this measure which should not be lost sight of, *viz.*, is it essential to the federation of the colleges that all of them should be in the same city? Why should not the necessary examinations be held in Kingston under proper regulations and safe-guards? This is now done at several centres in Ontario.

Whatever the result may be, it is a source of much satisfaction to all educationists that the learned and experienced heads of the different universities and colleges in Ontario have had opportunities to meet and deliberate together on this vital question for the higher life of the people of this large and wealthy province. We shall watch with much interest, we might even add with some anxiety, the developments connected with these negotiations. We invite our readers, many of whom are much interested in the subject under discussion, to express their opinions in the pages of this magazine, and thus aid in arriving at a just and permanent conclusion on a very important question.

## A CHILD'S PRAYER.

It affords us pleasure to insert the following lines, not only for their beauty but, also, because they are the composition of a scholar attending one of our secondary schools in Ontario.

Father, keep Thy little one  
Safe this night,  
Through dark hours, until the sun  
Brings us light.

While the earth is fast asleep,  
All at rest,  
Thine Almighty eye doth keep  
Vigil blest ;

And Thine arm is strong to save ;  
We need fear  
Neither darkness, storm, nor wave,  
Thou art near.

In the morning may I wake  
Fresh and strong,  
Find new things to undertake  
All day long.

In the rugged path of life  
Guide Thou me,  
Bring me through its toil and strife  
Safe to Thee.

—S. S. Times.

## TEACHING AND EXAMINATIONS.

THERE are unmistakable signs that the examination craze in schools and colleges has nearly run its course. It has become very plain to those conversant with educational affairs that the trend of gauging men by examinations only is to induce and promote cram. And one sure sign of improvement is that all educators of experience and standing are turning their attention to teaching. It is to be hoped that we will not, now that the turn has come, go too far the other way, for examinations are of value and have a well recognized place in education. As indicative of the changes which have commenced, we copy from one of our exchanges what is proposed to

be done in London (Eng.), and at the same time inform our readers that important alterations have been made by the Senate in the plan of examinations at the University of Toronto and University College.

"Our readers will be glad to hear that the scheme for giving London a "Teaching University," which was so ably put forward by Sir George Young, and so well discussed by Lord Reay and others, at the International Confederation at Kensington in August last, has not vanished like smoke into the air, but is rapidly taking practical bodily shape. A large and distinguished committee has been formed for promoting the scheme, and has met frequently, with Lord Reay as chairman, to discuss the general outline of the plan which it is proposed, before long, to lay before the public. The objects which the committee have set before itself may be stated as follows:—

1. "The organization of University Teaching in and for London, in the form of a Teaching University, with Faculties of Arts, Science, Medicine and Laws.
2. The association of University Examination with University Teaching, and direction of both by the same authorities.
3. The conferring of a substantive voice in the government of the University upon those engaged in the work of University Teaching and Examination.
4. Existing Institutions in London, of University rank, not to be abolished or ignored, but to be taken as the bases or component parts of the University, and either partially or completely incorporated with the minimum of internal change.
5. An alliance to be established between the University and the Professional Corporations, the Council of Legal Education as representing the Inns of Court, and the Royal Colleges of Physicians and of Surgeons of London."

—*Educational Times.*

## THE SCHOOL READERS AGAIN.

THE subject of the new Readers for use in the schools of Ontario is once more agitating the profession and the book trade. In again taking up the matter in THE MONTHLY we trust that our motives shall not be misunderstood. In discussing the question we desire at the outset to make the frankest recognition of the difficulties the Minister had to face. But, as we said in the December issue, the manner in which Mr. Ross has met the difficulties of the position does not commend itself to our judgment, nor, seemingly, we may add, to that of a large section of the profession for whom we speak. That the matter has been a huge and unnecessary scandal, and that the Department of Education has cut a sorry figure in the whole business, most are agreed. For these reasons many would be glad that the matter were settled and forever done with. But somehow or other the troublesome matter won't "hush up," and, like foul murder, it is bound, until justice is done, continually to re-appear. Like Mathias, in the Polish Jew, in Mr. Irving's realistic play on the stage, we can imagine Mr. Ross ever hearing in his ears the awesome tinkle of "the bells," and his conscience smiting him for a wrong done, and no remedy or absolution provided. If the organs of the party opposed to him keep sounding the bells, remorse, we fear, will claim him for its own ere we can reach him with the comfortable counsels of THE MONTHLY. Yet Mr. Ross, like other members of the Government, may like to pose as a martyr, and deem it salutary to wrap sheets of the new Readers about him as a Nessus-shirt of penitence. In this case we hope he will not refuse to be shrived by a writer in THE MONTHLY.

But whatever the mood or attitude of the Minister—and we trust as his friend, though impartial critic, both

may be favourable to us—there is a broad question of public policy manifest in the Department's action in regard to these Readers. What that policy is, and how, in due time, it will be justified before the House and the country, Mr. Ross, no doubt, is prepared to say. To us it seems that the Minister has taken an unfortunate, and it may prove to be a calamitous, retrograde step. We have got back to the objectionable state of things that prevailed under the earlier Ryerson régime, to remedy which the strenuous efforts of that active, intelligent, and unpartisan body, the last, remodelled Council of Public Instruction were directed. Under that system, as we all know, the purest, or rather we should say the impurest, official nepotism prevailed. A graver moral evil could not well be conceived of than to go back to the policy of that era, when book-making was conducted on the principle of, "I'll do this, and you'll do that, and, as authorization will be all right, let each of us make as much as we can." No system could more effectively lower the *morale* of a great public office, or be better designed to dirty at the fountain the pure springs of official integrity and honourable conduct which, throughout the Province, were to slake the thirst of the youth of the time and their educational mentors.

We do not say that the gentlemen who have been compiling the new Readers for the Department stand in a position analogous to that of the old Education Office employes we refer to. They are not, so far as we know, members of the Central Committee, nor, so far as the public is aware, have they any audible voice on the Authorizing Board of Text-Books. But though the Minister may not officially elect them to place in the Councils of the Département, their work, whatever it may be, was sure of authorization before it was even begun.

To endorse this anomaly, we apprehend, few will deem it either prudent or right. It shuts out all competition, and repeats that economic wrong—Government interference with trade—and leads to the repression of those industries and literary enterprises, on the part of the publishers of the country, which it ought to be the duty and pride of the Government to foster and protect.

This reckless disregard by the Department of trade interests was first shown in throwing the work of two years' enterprise back in the faces of the publishers, at an aggregate loss of not far from one hundred thousand dollars. It was next shown in taking the work entirely out of the hands of the trade, and dealing with the publishers merely as intermediaries between the Department and the public. We are frank enough to say that the exigencies of the case, after Mr. Hardy had muddled matters by his obstinate and vindictive partisanship, necessitated a bold change of Departmental policy. But we are far from saying that this policy should have been reckless of the interests at stake. Indifference so hurtful to the enterprise of our publishers, and contemptuous of the capital actively and beneficently employed by the trade in the preparation of the various series of Readers submitted to the Department, was sure to bring a harvest of trouble. What Mr. Ross ought to have done was not to have undertaken a new series by Departmental *proteges*, and opened the door to the inlet of intrigue and party wire-pulling, but to have shown justice to the third set of Readers, the merits of which Mr. Hardy had refused to consider, authorized it equally with the other two, and restricted the use of all to a limited period. With the judgment of the country to help him, he could then have narrowed his choice to the best of the three series in the market, and, on the most advantageous terms

to the public, given it exclusive authorization. An alternative course was open to him in submitting the three series to a competent and rigidly impartial board of appraisers, ascertained which was the most meritorious and useful for both teachers and taught, honourably and fearlessly authorized it, and given compensation to the publishers of the rejected series that had snatched a hasty and partizan authorization. Instead of taking one or other of these courses we know what has happened. The Department has gone back to a system impolitic if not vicious, and the country is committed to a series without the advantage of competition, and of the merits of which it knows nothing. This, unfortunately, is what we pay for a political chief at the head of education.

It were well if this were the worst. Already, we learn, it is contemplated by the Department to lay hands upon other text-books besides the Readers. New Geographies, it is rumoured, are to be prepared under the direction of the Minister, autocratically authorized, and put upon the market. Property in the existing text-books is to be ruthlessly sacrificed, and this without the courtesy of calling upon the publishers to amend or remodel their books. If the Department thus ordains to do unjustly by the trade we warn it of the consequences. Already there has been a wholesale and reckless waste of money, a souring and ruining of publishers, a worrying and debauching of the profession, and an utter ignoring of educational interests and regard for the public weal. We speak in all kindness when we ask the Minister to pause and reflect. Public forbearance may be too long strained, and public impatience may turn to wrath. We are confident that the Department is committing itself to a policy which the country will have none of, and it behoves the Minister to retrace his steps.

## SCHOOL WORK.

## MATHEMATICS.

ARCHIBALD MACMURCHY, M.A., TORONTO,  
EDITOR.

## SOLUTIONS.

SEE SEPTEMBER NO.

By Angus MacMurchy, B.A., Toronto.

5. If  $3 + \sqrt{-1}$  is a root of  $x^4 - 6x^3 + 13x^2 - 18x + 30 = 0$ , find the other roots.

5. Imaginary roots occur in pairs, so that  $3 - \sqrt{-1}$  is another root of the equation. Dividing the left hand side of given equation by the product of two roots thus found, quotient is found to be  $x^2 + 3$ , so that the two other roots are  $x = \pm \sqrt{-3}$ .

6. If  $a, b, c$  be roots of the equation  $x^3 + qx + r = 0$ , form the equation whose roots are

$$ab + \frac{r}{ab}, bc + \frac{r}{bc}, ca + \frac{r}{ca}.$$

6. Required equation is

$$\left(x - ab + \frac{r}{ab}\right) \left(\dots\right) \left(\dots\right) = 0,$$

or since

$$\begin{aligned} abc &= -r \\ bc + ca + ab &= +q \\ \text{and } a + b + c &= 0 \end{aligned}$$

$$\left(x + \frac{r}{a} + \frac{a}{r}\right) \left(\dots\right) \left(\dots\right) = 0.$$

$$\text{i.e., } x^3 - qx^2 + x\left(\frac{q}{r^2} - 3\right)$$

$$+ 2q - r^2 - \frac{q^2}{r^2} - \frac{1}{r^2} = 0$$

making use of the relations

$$\begin{aligned} a^2 + b^2 + c^2 &= -2(bc + ca + ab) = -2q \\ \text{and } b^2c^2 + c^2a^2 + a^2b^2 &= q^2. \end{aligned}$$

9. Show that the area of a triangle is

$$\sin \frac{A}{2} \sin \frac{B}{2} \sin \frac{C}{2} \left( \frac{a^2}{\sin A} + \frac{b^2}{\sin B} + \frac{c^2}{\sin C} \right)$$

9. Substituting we have, with the usual notation, given expression

$$\sqrt{\frac{s-b}{bc}} \cdot \sqrt{\frac{s-a}{ac}}$$

$$\begin{aligned} & \sqrt{\frac{s-a}{ab}} \left( \frac{abc}{2S} \cdot 2s \right) \\ &= \frac{s-a}{abc} \cdot \frac{abc \cdot s}{\sqrt{s \cdot s-a \cdot s-b \cdot s-c}} \\ &= \sqrt{\frac{s-a}{s \cdot s-a \cdot s-b \cdot s-c}} \end{aligned}$$

12. Prove that the sum of the cubes of three even numbers in *A. P.* is divisible by 24.

12. Let  $2n-2$ ,  $2n$  and  $2n+2$  be the numbers, their sum of their cubes

$$\begin{aligned} &= 8 \left[ n^3 - 1^3 + n^3 + n^3 + 1^3 \right] \\ &= 8 \left[ 3n^3 + 6n \right] = 24 \left[ n^3 + 2 \right] \text{ and is divisible} \\ &\text{by } 24. \end{aligned}$$

SEE JULY-AUGUST NO.

By Alexander Hay, Math. Master Collegiate Institute, Barrie.

1. Find the 6th root of 2565726409.

6th root = cube root of square root; square root = 50653; cube root = 37.

3. Divide  $3^{-1}$  by  $3^{-1}$ .

3. By inspection,

$$Q = 3^{\frac{14}{3-3}} + 3^{\frac{14}{3-2 \cdot 3}} + 3^{\frac{14}{3-3 \cdot 3}} + 3^{\frac{13}{2 \cdot 3}} + 3^{\frac{13}{3}} + 1.$$

4. (a) Simplify  $a^2 \frac{(a+b)(a+c)}{(a-b)(a-c)} + \dots + \dots$ , and (b) reduce to lowest terms  $\frac{8x^7 - 377x^3 + 21}{21x^7 - 377x^3 + 8}$

4. (a) Reducing to a common denominator, we obtain

$$\frac{a^2(a+b)(a+c)(b-c) + b^2(b+c)(b+a)(c-a)}{(a-b)(b-c)(c-a)} + \frac{c^2(c+a)(c+b)(a+b)}{(a-b)(b-c)(c-a)}$$

putting  $a=b$  in the numerator it vanishes,  $\therefore$  it is divisible by  $a-b$  and also by  $(b-c)(c-a)$ . It therefore reduces to an expression of four dimensions and symmetrical with respect to  $a, b, c$ . To find the terms not involving  $a$ , put  $a=0$  and we have

$$\frac{bc(b^4 - c^4)(b+c)}{bc(b-c)} = (b+c)(b^3 + b^2c + bc^2 + c^3).$$

Putting  $b=0, c=0$ , we obtain two analogous expressions. There may be another part of the form  $kabc(a+b+c)$ . ∴ the above fraction =  $(b+c)(b^2+b^2c+bc^2+c^3)+\dots+\dots+kabc(a+b+c)$ . Writing 1 for  $a, 2$  for  $b$ , and 3 for  $c$ , on both sides of this equation we find  $k=4$ . The result on the right hand side may be written  $(a+b+c)^2(a^2+b^2+c^2)+2abc(a+b+c)$ .

Reduce to its lowest terms  $\frac{8x^7 - 377x^5 + 21}{21x^7 - 377x^4 + 8}$

$$(b) \text{ (Numerator } \times 21 - D \times 8) \div 377 \\ = 8x^4 - 21x^3 + 1 \\ (D \times 21 - N \times 8) \div 377 = x^4 - 21x + 8.$$

Proceeding in this manner we finally obtain  $x^2 - 3x + 1$  for the H. C. F., which reduces the fraction to

$$\frac{8x^2 + 24x^4 + 64x^8 + 168x^2 + 63x + 21}{21x^2 + 63x^4 + 168x^8 + 64x^2 + 24x + 8}$$

5. Solve the equations—

(a)  $976063x^2 - 1952450x + 976063 = 0$ .

(b)  $16x(x+1)(x+2)(x+3) = 9$ .

(c)  $x\sqrt{1-y^2} - y\sqrt{1-x^2} = xy - \sqrt{1-x^2}$   
 $\sqrt{1-y^2} = \frac{1}{2}$ .

5. (a)  $x = \frac{976225 + \sqrt{(976225)^2 - (976063)^2}}{976063}$   
 $= \frac{997}{979}$ , or  $\frac{979}{997}$ .

(b)  $16(x^2 + 3x)(x^2 + 3x + 2) = 9$ , let  $x^2 + 3x = y$ , and we have  $16y(y+2) = 9$ ,

$$\text{whence } y = -\frac{9}{4} \text{ or } +\frac{1}{4}.$$

∴  $x^2 + 3x = -\frac{9}{4}$ , or  $+\frac{1}{4}$ , and

$$x = -\frac{3}{2}, \text{ or } \frac{-3 \pm \sqrt{10}}{2}$$

(c) Subtracting 2nd from 1st and factoring we get  $(x + \sqrt{1-x^2})(\sqrt{1-y^2} - y) = 0$ , whence  $x = \pm \sqrt{\frac{1}{2}}$  or  $y = \pm \sqrt{\frac{1}{2}}$ .

If  $x = \sqrt{\frac{1}{2}}$  by substituting for  $x$  in the 1st eqn., we find  $y = \frac{-\sqrt{\frac{1}{2}} \pm \sqrt{\frac{3}{2}}}{2}$ , and by substituting  $\sqrt{\frac{1}{2}}$  for  $y$  we obtain

$$x = \frac{-\sqrt{\frac{1}{2}} \pm \sqrt{\frac{3}{2}}}{2}$$

## CLASSICS.

G. H. ROBINSON, M.A., TORONTO, EDITOR.

ANTIBARBARUS.—(Meissner.)

(Continued.)

*Endure* (last), manere, vigere, esse, tenere, not durare which = make hard (used first by Livy (i, 19) in the meaning "last," and only of objects instead of things, not about circumstances or events).

*Enjoy* a good education = liberaliter, ingenue, bene educari; enjoy some one's instruction = disciplina alicuius uti, magistro aliquo uti, not frui, which is only used when there is actual enjoyment—e.g., voluptatibus, otio frui.

*Enjoy* life. Vita, hac luce frui, not gaudere.

*Enmity*. Inimicitiae in the plu., not in sing., except when the abstract meaning is desired.

*Enter* a city. Intrare urbem, not in urbem.

*Equal*, parem esse (alicui), not æquare, which = to make equal. To place on a par with, æquare aliquem cum aliquo.

*Equip* an army, or ship. Instruere exercitum, navem, not extruere, which = construct.

*Equipment*. Apparatus in sing., not in plu.

*Escape*. It escapes me, fugit me, not effugit me.

*Estrange* from one's self, aliquem or alicuius animum, voluntatem a se abalienare, aliquem a se alienare, not animum sibi alienare.

*Etymology*, hominum interpretatio, not etymologia.

*Everlasting*, of earthly things, perpetuus diuturnus, not æternus or sempiternus. Forever = in perpetuum.

*Every* one who, quisquis or quicumque, not omnis qui.

*Everywhere*, omnibus locis, nusquam non, not ubique, except after relatives.

*Example*, good example, exemplum præclarum, clarum, luculentum, illustre, not ex bonum, which = a good model. Give an example, exemplum edere, prodere, not dare. "For example," usually ut, sicut, velut, not

exempli causa, which is to be used only in a complete sentence with verbs like ponere, afferre, et al. To give Socrates as example of virtue = a Socrate exemplum virtutis petere, *not* Socratem exemplum virtutis offerre. To use as an example = ut hoc utar, offeram, *not* ut exemplo utar.

*Exceed* moderation (or temperance), modum transire, excedere.

*Exception*, all, without exception, omnes ad unum, *not* sine exceptione, which = without limitation, unconditioned.

*Execution*, when it = completion, confectio or by a circumlocution, *not* exsecutio (post-class.).

*Exert* one's self, operam dare, *without* sibi; to exert one's self greatly, studiose, enixe operam dare, *not* magnam operam dare. Without exertion, sine negotio, labore; without any exertion, nullo negotio, sine ullo labore; with light exertion, facile, *not* facili negotio.

*Exert* one's self to secure an office. Petere magistratum, *not* ambire, which is used only with the accusative of the person (aliquem).

*Exist*, esse, *not* existere, which = step forth, arise.

*Experience*, usus, *not* experientia, which in classic prose = test, trial.

*Expose* one's life to danger, vitam suam (salutem) in discrimen offerre, *not* exponere.

*Express*, by words, dicere, *not* exprimere, which = express clearly and plainly (in technical terminology of art—e. g., imagines exprimere).

*Eyes*, all eyes were turned toward -- = omnium oculi conversi erant, *not* omnes oculi --. Place before your eyes = ante oculos vestros proponite, *not* vobis ante oculos pr.

## MODERN LANGUAGES.

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

### EXERCISES IN ENGLISH COMPOSITION AND GRAMMAR.

I. Substitute phrases for the italicized words:—

- (a) It is *useless* to try.  
(b) His conduct was *laudable*.

- (c) He came *here recently*.  
(d) The supply is *apparently unlimited*.  
(e) He spoke *pleasantly* to the bystanders.  
(f) They rejected *his* proposal.

2. Substitute words for the italicized phrases:—

- (a) He stated his objections *in a few words*.  
(b) Such an act would be *contrary to law*.  
(c) The accident was caused by his *want of care*.  
(d) He went very *much* against his will.  
(e) One of the *persons looking on* offered to hold it.

(f) *From this time forward* the rule will be enforced *in a strict manner*.

3. Expand the following simple sentences into complex ones:—

- (a) He was anxious for us to go.  
(b) He admitted having taken the money.  
(c) The pillars supporting the roof gave way.  
(d) A gentleman of my acquaintance informed me.

(e) *Not* hearing from him they became uneasy.

(f) Without his help you would not have succeeded.

4. Contract the following complex sentences to simple ones:—

- (a) Is there any proof that he took it?  
(b) I feel that it is a great honour.  
(c) No one will be admitted unless he has a ticket.  
(d) I blamed her because she did not tell me sooner.  
(e) It is impossible that such a result should happen.

(f) As he was an entire stranger he did not know where he ought to go for it.

5. Change from direct to indirect narrative:—

(a) "I will let you go off this time," said the doctor, "but I give you fair warning that, hereafter, if you break the rules you must bear the consequences."

(b) "Follow me, soldiers," said the captain, "and I will lead you to the camp which you are seeking."

(c) "Why do you hesitate, Titus?" asked

the centurion, "or what better opportunity of proving your valour do you expect?"

6. Change the following from the active to the passive:—

(a) The treasurer has paid all the accounts for the past year.

(b) His teacher had repeatedly warned him of the danger.

(c) The secretary has thought of another plan.

(d) They will only laugh at you for being so particular.

(e) The enemy took possession of the town next day.

7. (a) Write the present and the past participle, and the third sing. of the present and past indicative of *lie, ride, permit, beseech, hoe, forever.*

(b) Write the plural of "that child's scarf," "this lady's piano," "a wolf's tooth," "a policeman's duty," "a monkey's life."

8. Fill the blanks in the following with *shall, will, should or would*, giving your reason in each case:—

(a) If you call for me I be glad to accompany you.

(b) we have time to call?

(c) there be time for us to call?

(d) I go, and nobody prevent me.

(e) He did better than I have done.

(f) If I say that I be guilty of falsehood.

(g) Though I die yet I not deny thee.

(h) Then if I be absent, he be prepared to take my place.

(i) I feel greatly obliged to you if you tell me where he lives.

(k) I nor give it back to him unless he promise not to use it in school.

9. Paraphrase the following, *i.e.*, re-write in prose in your own words:—

As two young bears, in want of mood,  
 Forth issuing from a neighbouring wood,  
 Came where the industrious bees had stored  
 In artful cells their luscious hoard.  
 O'erjoyed they seized, with eager haste,  
 Luxurious on the rich repast;  
 Alarmed at this, the little crew  
 About their ears vindictive flew.  
 The beasts, unable to sustain  
 The unequal combat, quit the plain.

Half blind with rage, and mad with pain,  
 Their native shelter they regain;  
 There sit, and now discreeter grown,  
 Too late their rashness they bemoan;  
 And this by dear experience gain—  
 That pleasure's ever bought with pain.

10. Criticize and correct the following:—

(a) I wish it wasn't so far from here to the office.

(b) He is probably the best known of any other American politician in England.

(c) Have you forgot what you said when I seen you in Toronto?

(d) I didn't know but what you might have seen them laying somewhere.

(e) Thinks I to myself, "This is a queer sort of a place."

(f) To what school do you go to, my little boy?

(g) I am sure that we will be all very pleased to hear from you.

(h) Hers was the neatest done of all that I saw.

(i) There is both a large and small dictionary in the library.

(k) It is part of your business to learn them how to do it.

(l) We do not believe that this is so universal a fault as the other; yet teachers tell pupils too many things that they could dig out for themselves, and thus gain strength for new conquests.

11. I warn you against these sharpers that only carry with them a jack-knife and file, as these pretenders have never had any experience, nor never learned their trade as mechanics, and probably have no trade, and take to repairing of machines, as they know well the people who trust them do not know but what they are competent to do what they say.

## THE CLASS-ROOM.

DAVID BOYLE, Toronto, Editor.

WE often meet with queer people, or, rather with people who say queer things quite "unbeknownst" even to themselves.

A well-dressed young man called on us the other day offering patent fire-lighters for sale. He introduced himself by means

of a little "dodger" which went on to say that the articles in question would light even hard coal, as they would burn brightly for twenty minutes, and it wound up with the astonishing bit of information that the material was "non-combustible." We asked him to explain this, which he readily did by saying his patent fire-lighters were non-combustible, because they would not *burn!*

It would be interesting to know how many of the senior pupils in any school take this view. Let us hear from some one.

A CITY paper has an advertising column headed "Specific Articles;" an agent for this journal called one day, soliciting an "ad" for what he called, repeatedly, and in all seriousness, the "Pacific column."

THE same person in offering something for sale, said "I ain't onreasonable, I don't want no *fallible* price."

A TORONTO gentleman whose taste and means enabled him to purchase good paintings and engravings, almost invariably directs the attention of his visitors to the accuracy of his pictures' *prospectus*. Suppositiously he means "perspective," but *prospectus* is good for him, he thinks.

A MEMBER of the Local Legislature has been heard to declare that he had not only given his opinion at home, in favour of temperance, but was prepared, Mr. Speaker, to *ritreat* and *ritreat* it again, on the floor of this house.

WE have heard of a carpenter who used to complain of his inability to make two pieces of wood *corroborate* when they didn't fit; but this is no worse than saying "John was not behaving timely, and so I *stood* him in the corner!"

These *mal-apropos* indicate the necessity for the exercise of great care on the part of all, as there are probably few of us who have not some such idiosyncrasy of pronunciation, or misapplication, although it may not be quite so glaring as the examples cited.

## COUNTY OF PEEL PROMOTION EXAMINATIONS.

*Sixteenth Series.—December, 1884.*

(Continued from page 35.)

*Second Class to Third.*

(DICTATION—PAPER.)

"Tweet!" said the wee wren.

Lucy called Bobby her Preserver.

The children were called to receive their parents' dying blessing.

'Twas reported that dirty Tim splashed himself o'er with water.

The sheep's bleat seemed to say, "Good night, little girl."

I'm convinced they've provided us with exquisite food.

Galilee was governed by Antipas, a milder ruler than Judea had.

Joseph, his brethren, and their children's children lived in Egypt.

'Twas said, "There goes the honest youth!"

Many a weary traveller would miss its fragrant smell.

Whereabouts, odious, vigorous, judgment, wouldn't, special, abominable, rolled, guesses, jealous, proceeded, precious, persuaded, pallid, curtains, captain, tulips, beautiful, dutiful, gnats.

*Third Class to Fourth.*

The fir-trees have turpentine in them and burn readily.

The English are proudly pre-eminent among the nations for an execrable taste in hats, the officer's foraging cap being the only exception.

Sometimes I steered my course through a forest of gigantic ferns.

Hospitality is esteemed a principal virtue, and is practised by private individuals.

"And still, where'er his eyes were cast  
Fresh blood-gouts shocked his view."

By the middle of February the light tipped the highest peaks of the icebergs.

In spite of the vigilance of the Commandant the whites were inhumanly massacred.

He had descried the steamer's lights at about half a mile's distance.

After these auctions his study was uninhabitable.

The captured colours were subsequently deposited with due solemnity in St. Paul's.

Dissatisfaction, compel, gambol, discern, benefited, preceded, proceeded, scorpion-lizard, mandibles, agility, adherence, business, leisure, sausage, victuals, assiduous, besiegers, adieu I, scatheless, neuter, indicative, nominative, adjective, Arctic, isthmus.

HINTS TO TEACHERS.

1. Those pupils only who are supposed by the teacher likely to pass should be examined. In large schools it will be advisable to allow all others to remain at home on examination days.

2. Sufficient notice should be given the pupils to be provided with paper, etc., where the trustees do not supply it.

3. Everything from which pupils might derive assistance should be removed before the examination commences.

4. Candidates in the same class should be seated at least five feet (or two desks) apart, and where the space will admit, no two candidates of any classes should be seated together. Teachers are requested to take every possible precaution to prevent or detect "copying," and any candidate attempting to copy, or to assist another unfairly, shall forfeit his right to promotion.

5. Only one side of each sheet of paper is to be written on, and a margin of at least one and a-half inches wide is to be left on the left hand side of each sheet. The name of the candidate is to be written on each sheet, and when done the papers are to be folded once across, and the candidate's name, the date, the subject, and the township and school section to which he belongs to be written on the outside sheet.

6. The value of each answer, as estimated by the teacher, is to be marked on the margin (with coloured pencil, if possible) and the total value of answers on the outside. In papers on Geography, Grammar, Literature, History and Composition the number of errors in spelling are also to be marked on the outside, and one mark for each error to be deducted from the value of the paper. All answers of candidates are to be preserved (at the school-house — NOT the teacher's

home) for examination by the Inspector at his next visit; and a table showing the total marks obtained by each pupil in each subject is to be entered on the teacher's class-book.

7. No pupil should be promoted whose marks fall below fifty per cent. of the aggregate, or twenty-five per cent. in each subject. In case of the failure of any pupil whose past record is such that the teacher believes him qualified for the higher class, such pupil should be promoted "on trial" only, and a special report of the circumstances made to the Inspector.

8. It is suggested, in order to promote uniformity, that wherever it is possible, two or three neighbouring teachers should arrange to meet and advise with each other as to the marking of their pupils' papers. This, however, is not essential, and is in no case to interfere with the responsibility of each teacher for the promotion of his own pupils.

9. Suggestions with regard to any alteration in the mode of conducting these examinations, which might add to their usefulness, are solicited by the Inspector.

TIME TABLE.

Thursday, 18th December, 1884.

Directions to candidates...	9 05 to 9 15
Spelling.....	9 15 to 10 30
Composition (Reading Class I. and II.) .....	10 15 to 12 15
Arithmetic .....	1 05 to 3 00
Literature .....	3 00 to 4 30

Friday, 19th December, 1884.

Grammar .....	9 05 to 11 40
Geography .....	1 05 to 3 00
History .....	3 00 to 4 30
Reading for Class III. to be taken when convenient.	

ARITHMETIC.

(Special paper given to test pupils' accuracy and rapidity in the Simple Rules.)

First Class to Second.

9. 7543628943	10. 4685432989
2456371057	2752789324
5637487265	7646783257
8476745728	6435855683
4362513735	1969346789
1523254272	6548737543
6879487654 [10]	7547534941 [10]
11. 7543628943	12. 4685432989
2456371057 [10]	2752789324 [10]

## Second Class to Third.

8. Subtract  $5429532$  as often as you can from  $38006747$ . [12]

- |                  |                    |
|------------------|--------------------|
| 9. $8645864532$  | 8. $643784673521$  |
| $2354685468$     | $756478324207$     |
| $6564532845$     | $647693945918$     |
| $7939471047$     | $876497638519$     |
| $4701743997$     | $678356783997$     |
| $5496457683$     | $324196391462$     |
| $8488594856$     | $785965341671$     |
| $5758764791$ [8] | $846851687184$ [8] |

9.  $8645864532 \times 532$ . [8]

10.  $2354685468 \times 468$ . [8]

## Third Class to Fourth.

Candidates in this class will take Nos. 8, 9 and 10 of the Second Class questions above, and the following additional:—

11.  $7843584367 \times 84367$ . [10]

12.  $9875438476 \div 387654$ . [10]

Time allowed for each class, thirty minutes only; two marks to be deducted for each error; provided always that no "minus" marks be given for any question.

Forty marks to count a full paper.

## ARITHMETIC.

## First Class to Second.

1. Define unit, addition, sum, subtraction, minuend.

2. Write in words 2001, 1023; in figures six thousand and forty-three, two hundred and ten; and in Roman numerals 949, 1884.

3. Find the difference between  $46210341$  and  $50217847$ .

4. Write down the multiplication tables of three, four and six times.

5. In an orchard there are 4437 apple and plum trees; 2497 of these are apple trees; how many more apple trees than plum trees are there?

6. The sum of three numbers is 4596; the first is 875, and the second is 187 less than the first; what is the third?

7. A boy had 72 cents; he earned 35 cents, and his mother gave him enough to make 200 cents in all; how many cents did his mother give him?

8. Alice bought a dress for \$12.75, a hat for \$6.25, a jacket for \$7.25, a tie for \$1.25, and a pair of gloves for 75 cents; how much did all cost her?

Any five of the above to count 60 marks.

## LITERATURE.

## Second Class to Third.

1. Explain title of lesson. What is an "acorn?" What is meant by "an insect train?" What do you understand by "the treasured wisdom of long ago?" [8]

2. What is meant by "slender," "ceaselessly," "verdure," "vigorous," "rearing," "balmy," "gaily," "disturb," "judgment-day," "almighty?" [20]

3. Distinguish between here and hear, ere, e'er and air, I and eye, the and thee, clothes and close, two and too, all and awl, dear and deer, their and there, sent and cent. [20]

4. To be given by the teacher after pupils have closed their books. [20]

Fifty marks to count a full paper.

## ARITHMETIC.

## Second Class to Third.

1. Define number, addends, concrete number, notation, minuend, unit, division, arithmetic, numeration.

2. Divide 26 peaches between John and Tom, so that Tom may have 4 more than John.

3. A man bought four head of cattle at \$35 a head, and paid for them \$40 in cash and 20 cords of wood; what was the wood worth a cord?

4. In a pile there are 4964 apples, pears and oranges; there are 2156 apples and pears, and 3915 pears and oranges; how many are there of each?

5. Divide 87296438 by 77. Use factors, and show how the true remainder is found.

6. A boy having a \$4 bill bought a knife for 35 cents, a pair of skates for 80 cents, a sleigh for \$1.25, and lost 25 cents; how many oranges at 3 cents each could he buy with the rest of his money?

7. If a man earns \$25 a month and spends \$2.50 a week, how long would it take him to save enough to pay for 20 acres of land at \$51 an acre?

Any five of the above to count 60 marks.

## GEOGRAPHY.

## Second Class to Third.

1. Define falls, river-bed, mountain, railroad, cape, lake, town, village, county, school-house. [10]

2. What shape is the earth? In what direction from us does that part of the earth which is always cold lie? In what direction would you travel to go to a part of the earth where it never freezes? [10]

3. Tell what you have heard or read about parts of the world where the men and the animals and the plants are different from those we see here. [10]

4. How could a little fish, starting from Alton, swim to England, if he should meet with no accident? [10]

5. In what part of the County of Peel is a great quantity of fruit grown? Where are there great stone quarries? What two townships are most hilly? What one is best watered? [10]

6. Name the oceans and continents. [10]

7. Draw a map of your own township. [10]  
Fifty marks to count a full paper.

ARITHMETIC.

*Third Class to Fourth.*

1. Define abstract number, factor, cancellation, measure, composite number, improper fraction, reduction.

2. Write neatly the table that is used in weighing butter, meat, etc., and the table used in measuring distances.

3. In 6 miles, 125 rods, 13 ft., how many inches?

4. A lady having spent one-fifth of her money in one shop, and one-fourth of it in another, had £3 17s. left; what money had she at the first?

5. A man earns 163s. in a week; what ought he to earn in 5½ months?

6. A drover bought 18 sheep at \$4 each, 12 at \$3, and 20 at \$5. He sold 15 of them at \$4 each, and the rest at \$5 each. If his expenses were \$8, how much did he make by the whole transaction?

7. If 6 men earn \$126 in 12 days, how many days ought 16 men to work in order to earn \$112?

8. What is the smallest sum of money with which I can purchase either pigs at \$16 each, lambs at \$22 each, or horses at \$165 each?

9. What fraction must be added to the sum of  $3\frac{1}{2}$ ,  $43\frac{5}{8}$  and  $47\frac{3}{8}$  to make the result a whole number?

10.  $\frac{3}{4}$ ths of 27 =  $\frac{1}{4}$ ths of what number?  
Any seven of the above to count 60 marks.

COMPOSITION.

*Third Class to Fourth.*

1. Name the marks that are used at the end of an interrogative sentence; an exclamation sentence. Give examples of each. [4]

2. Write the following sentences, making corrections where necessary:—

(a) He boards to a hotel.

(b) I will return at about noon.

(c) Taint no use learning Henry his lessons.

(d) Me and him can work good.

(e) No one likes these kind of apples.

(f) Let you and I try to carry it.

(g) I haven't it, I don't think. [14]

3. Write sentences containing the following expressions:—The cholera plague, lots, beet, into the middle, conferred, select a site, obstructed. [21]

4. Write a letter to a friend in Toronto, using the following heads:—Your studies, teachers' names, hours of study, number of pupils in your school, holidays, and how spent. [36]

GEOGRAPHY.

*Third Class to Fourth.*

1. Define latitude, bay, harbour, tide, cape, and give examples of each. [10]

2. What, and where are Athabasca, Nelson, Chignecto, Restigouche, Gatineau, St. Hyacinthe, Temiscaming, Quinte, Chesapeake, Cotopaxi, St. John, Sarnia, Port Dalhousie, Race, Mile. [15]

3. In sailing from Montreal to Buenos Ayres, calling at New Orleans, through what waters, and near what capes and islands would you pass? [12]

4. Name, and locate the provinces of the Dominion of Canada, with their capitals. [14]

5. What rivers drain the following lakes:—Ontario, Simcoe, St. Clair, Champlain and Superior. [10]

6. Where in Ontario are the following grown or found in abundance:—Grapes, peaches, barley, copper, salt, petroleum, pine forests. [14]

7. Draw a map of Ontario, locating the county towns, five rivers and three railways.

[15]

Seventy-five marks to count a full paper.

EDUCATION DEPARTMENT,  
ONTARIO.

DECEMBER EXAMINATIONS, 1884.

(Continued from page 34.)

DRAWING.

10 marks for each question.

1. Illustrate and describe (a) a square, (b) its vertical diameter, (c) its left oblique diagonal.

2. Draw an upright view of a square about 1 inch to a side. Draw its diameter and bisect each semidiameter. From each of these points of division draw a straight line to the two nearest corners of the square. Join the ends of its diameters and strengthen the parts of the sides of the oblique square, not covered by the outline of the four pointed star. Strengthen the outline of the four-pointed star.

3. Draw a square 2 inches to a side. Divide it into four smaller squares. Fill each square with four pointed star overlying a square with sides oblique.

4. Draw a right line moulding about  $1\frac{1}{2}$  inches long and  $\frac{1}{2}$  inch wide, composed of concentric squares lying between the inner and outer squares.

5. Draw the top and side views of an oblong block of stone. The end of the block are  $\frac{1}{2}$  inch to a side and its height is 1 inch. Place the end view either above or to the right of the side view, and connect the views by dotted lines.

6. Write brief directions for drawing a square 1 inch to a side on its diameters. Illustrate, and number the lines, to show the order in which they were drawn.

ARITHMETIC.

Examiner—J. E. Hodgson, M.A.

1. Of what number is 8967 both divisor and quotient? [3]

2. Find the greatest number that will divide 11067 and 35602, leaving as remainders respectively 17 and 21. [10]

3. Find the amount of the following bill:— $12\frac{1}{2}$  yds. cassimere at \$2.75 per yd.;  $18\frac{1}{3}$  yds. silk at \$1.17;  $23\frac{3}{4}$  yds. flannel at  $37\frac{1}{2}$ ¢; 112 yds. print at  $9\frac{1}{3}$ ¢; 55 yds.

shirting at  $17\frac{1}{2}$ ¢;  $37\frac{1}{2}$  yds. tweed at \$1.12. [14]

4. Simplify

$$(a) 5\frac{1}{2} + 2\frac{3}{4} \div 11\frac{3}{4} \times 7\frac{1}{2} + \frac{\$18.64}{\$1.16\frac{1}{2}}$$

$$(b) \left\{ \frac{1}{2} \times \frac{1}{17} \times 0.02 \times 0.456 \right\} \cdot$$

$\left\{ \frac{1}{2} \text{ of } \frac{1}{2} \right\}$ . [12]

5. The cost of carpeting a room 15 ft. long, with carpet 27 in. wide costing 90¢ a yd., is \$22.50. What is the width of the room? [10]

6. A boy can do a piece of work in  $4\frac{2}{3}$  days, and a man can do the same in  $\frac{1}{2}$  of the time. How many days will both working together require, to do five times the amount of work? [12]

7. How much water must be added to 92 gallons of brandy worth \$4.60 a gallon, in order that the mixture may be worth only \$3.60 a gallon? [12]

8. Find the simple interest on \$275.60 from 18th July, 1883, till 13th Sept., 1884, at 6% per annum. [10]

9. At what times are the hands of a clock exactly two minute space apart between four and five o'clock? [15]

ENGLISH HISTORY.

1. Tell what you know about the reign of King John. [12]

2. Explain (as well as you can) how England is governed. [14]

3. Write brief notes on:—The Declaration of Rights, The Treaty of Union, The Abolition of Slavery, The Repeal of the Corn Laws. [16]

4. Who was Oliver Cromwell, and how did he rise to the position of Protector? [10]

5. What did the Habeas Corpus Act enact? In whose reign was it passed? [8]

6. Define:—National Exchequer, Fiscal Policy, Trial by Jury. [12]

1. A penny weighs  $145\frac{1}{2}$  grains, Troy; find the weight (Avoirdupois) of £1000 worth of pence.

2. How far would £1000 worth of pence reach if the coins were placed touching each

other in a line, a penny being  $1\frac{1}{2}$  of an inch in diameter?

3. What fraction of a crown is a half-penny?

4. In a village some of the sidewalks are 56 inches wide, some 70 inches, and others 84 inches. What is the width of the widest flag that will be suitable for all?

5. Divide \$8,400 among five persons in the proportion of the fractions  $\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{1}{5}$ ,  $\frac{1}{6}$ .

6. An estate is divided among three persons, A, B, and C, so that A has  $\frac{1}{3}$  of the whole, and B has twice as much as C. It is found that B has 27 acres more than C. How large is the estate?

7. Given that a meter equals 3.3 ft. nearly, find how many square meters there are in 1000 square yards.

8. If on the average A, B, and C take 2 hrs. 6 min. to study, A taking 3 hrs., and B 2 hrs., how long would C take?

9. A horse and two carriages cost \$3,500, the horse costs half as much as one of the carriages and twice as much as the other. Find the cost of each.

10. A man buys 200 bushels of barley at 50c. He pays \$5 for storage, and sells it so as to gain 20 per cent. Find the selling price per bushel.

11. The cost of labour in producing a certain article was \$94. It was made by five persons who severally spent 2, 3,  $4\frac{1}{2}$ , 6, and 8 days upon it. How should the money be divided among them?

12. A young lady can purchase a black silk dress, at \$2 per yard, for \$3 more than she would pay for a blue one, she could also get a brown silk, at \$1.40 per yard, for \$4.20 less than she would pay for the blue one. She decides on the blue. Find the number of yards, the price per yard, and the total cost.

## CONTEMPORARY LITERATURE.

Ginn, Heath & Co.: Boston.

ELEMENTS OF THE DIFFERENTIAL AND INTEGRAL CALCULUS. By James M. Taylor, Professor of Mathematics, Madison University.

WE have examined this work with interest as one of the best coming under our notice from across the lakes. Chapters on the two branches are presented alternately, the plan Mr. Hemming made us familiar with in his text-book, and the beginner will find immediate and practical application of the calculus to problems in mechanics.

This latter feature is, we think, a good one, and should do much to relieve the bewilderment usually felt by the student when commencing this subject.

This work would be a useful introduction to Williamson's Calculus and Salmon's Analytical Works.

In an elementary treatise it is difficult to determine what should be omitted, but we think that in a second edition the author would do well to give the method of undetermined multipliers in his chapters on maxima

and minima and on envelopes, while successive differentiation might receive a little more attention by the addition of Leibnitz's Theorem.

The mechanical execution of the work is excellent.

CLASSICS FOR CHILDREN, Primer and First Reader. By E. A. Turner. Introductory to Classics for Children.

THE first part of this book is intended to be taught from the black-board, the aim being to teach in these lessons one sound of each of the vowels, and one sound of nearly all the consonants. The type is large and clear.

THE HEROES, or Greek Fairy Tales for my Children. By Charles Kingsley. Edited for the use of schools by John Tetlow, Master of the Girls' Latin School, Boston, Mass.

THE LADY OF THE LAKE. By Sir Walter Scott. Edited by Edward Ginn.

THESE two volumes fall nothing behind the others of the same series which we have

already had the pleasure of noticing in the pages of THE MONTHLY. The latter contains, besides the text, the "Life of Walter Scott," abridged from his autobiography; "Life of Scott," abridged mainly from Hutton and Lockhart; some extracts from Lockhart's "Life of Scott," and "The Highlanders and Borderers of Scotland," with a "Life of James V.," abridged from the "Tales of a Grandfather."

The foot-notes consist principally of short, clear, geographical and historical explanations, with a great many definitions of words used in the text, hence they are well adapted for the use of children between the ages of nine and fifteen, for whom the "Classics" are specially intended. We conclude by quoting some true remarks from the preface:

"It seems to us a sad abuse of time to require children to learn such facts as the date of election, term of service, and the state in which each of the Presidents and Vice-Presidents of the United States was born, and the details of every unimportant battle or skirmish in the Colonial, French, and Indian wars. Let them but spend the same amount of time in reading such works as Irving's 'Life of Washington,' Scott's 'Tales of a Grandfather,' and Macaulay's 'History of England,' and they will obtain not only more valuable information, but, what is *vastly more important*, they will be acquiring a taste for good reading and a love for history which will be of inestimable value to them in after life. Besides, they will learn to use better English from constant use of such models than by studying technical grammar and poring over innumerable examples of true and false syntax.

"All real progress must be unconscious, and the instant the pupil turns his thoughts to what he is doing and how he is doing it, he not only ceases to learn, but has put the greatest bar to his future progress, by emphasizing his self-consciousness and egotism.

"The bread-and-butter theory of education, appealing directly to the needs of the great majority of the people, has always exerted a strong influence against the higher training, and of late it has become alarmingly popular in our very strongholds of a liberal education.

"It may prove a dangerous experiment in education to allow the modern to take the place of the ancient languages, which have been for so many centuries the basis of the best training the world has yet known. A

single generation may suffice to show our lost ground, but centuries may not afford time to regain it.

"A knowledge of French and German may enable the trader to extend his commercial relations and rapidly to gain wealth, or the tourist to spend a much more pleasant trip abroad; but this education only enables him to pass readily from one bustling country to another, where he will still find his fellow-traveller snatching his hasty meal, reading his damp newspaper, and content to become the connecting link between the railroad and the telegraph-wire. When studying Latin and Greek, we are forced out of the present, and are obliged to extend our horizon, and, like the near-sighted at sea, attain a more healthy vision. It has a wonderfully calming influence on young America to spend a few years studying those old heathen languages, which after two thousand years furnish the whole civilized world their models of expression in language, art, and law."

EDUCATIONAL CLASSICS. Extracts from Rousseau's Emile. With an Introduction and Notes by Jules Steeg, Paris: Deputé de la Gironde. Translated by Miss Eleanor Worthington, late of the Cook County Normal School, Illinois.

THE first volume of "Educational Classics" is a valuable one, in spite of the eccentricities and absurdities which may be found, without any special search, in its pages. Yet among the dross there is gold. Rousseau's claim to immortality rests far more securely on the work of his great followers, Basedow, Pestalozzi and Froebel, than on the Emile, and besides, there is always the somewhat unanswerable objection to his fine theories that he sent his own children to a Foundling Hospital. We have no doubt that this good modern English translation of the Emile will have the wide circulation it deserves.

OUR LITTLE ONES. Russell Publishing Co., Boston. Thomas Nelson & Sons, London.

A VERY attractive illustrated children's magazine, containing stories, short articles and poems. "My Valentine," and "The Teaspoon Babies," are very dainty bits of verse. Of the fourteen contributors to this number (February) we are pleased to see that no less than twelve are ladies.

HALL'S JOURNAL OF HEALTH.

THIS standard publication, now in its thirty-second year, makes its appearance in a new and neat dress. The articles, which are short and pithy, are well worth careful perusal.

THE SCHOOL NEWSPAPER. A Monthly Record of News and Extracts for School and Home Reading.

THE January number of the Newspaper contains the usual brief notes on occurrences, inventions, accidents, etc., of the month, extracts from leading articles of the *Daily Telegraph* and the *Standard*, with etymological and other notes appended, an article on "Tops," and a very interesting one on "A Visit to a Paper Mill."

THE WITNESS OF ANCIENT MONUMENTS TO THE OLD TESTAMENT SCRIPTURES. Bible House, Toronto: John Young.

THIS forms the title of No. 32 of the "Present Day Tracts," published by the Religious Tract Society. It is written by that eminent scholar, Professor Sayce, of Oxford.

The argument is both positive and negative. 1st. Showing that the Jews and other ancient nations with whom they came into contact were able to write books and records, and had libraries, and 2nd. That other books such as Tobit, Judith and Herodotus, do not, like the Old Testament Scriptures, stand the test of comparison with Inscriptions on Ancient Monuments, even to the minutest details.

LOVELL'S CANADIAN BUSINESS GUIDE, WITH DIARY FOR 1885. Montreal: John Lovell & Son.

CONTAINS an alphabetical list of the leading business houses of the Dominion, besides numerous advertisements and a diary.

THE CANADIAN ALMANAC FOR 1885. Toronto: Copp, Clark & Co.

THIRTY-EIGHTH year of publication. We observe more than one new feature, notably a couple of pages on "Mercantile Law," and a convenient table showing the area,

population, revenue, public debt and commerce of Great Britain and each of her more important colonies.

The Almanac is quite indispensable to Canadians.

APPLETON'S CHART PRIMER. By Rebecca D. Rickoff. New York: D. Appleton & Co.

THE Primer is intended to be used as supplementary to the Reading Charts published by Appleton & Co., but would be quite suitable for use without the charts. Its pages are bright and pretty, the illustrations being very good.

FRIENDS IN FEATHERS AND FUR AND OTHER NEIGHBOURS. D. Appleton & Co.

"FRIENDS in Feathers and Fur" has been very highly spoken of by the educational press and with good reason. The illustrations are beautiful, and the lessons progressive and interesting. Much sound information in Natural History and some rhyming nonsense may be found in its pages.

MOLIERE, L'AVARE, with Introduction, Notes and Indices. By Louis M. Moriarty, B.A. Macmillan & Co., 1882.

GEORGE SAND, LA MARE AU DIABLE, with Biographical Notices and Notes. By W. E. Russell, M.A. Macmillan & Co., 1883.

MOLIERE, LE BOURGEOIS GENTILHOMME, with Introduction, Notes and Indices. By Louis M. Moriarty, B.A. Macmillan & Co., 1884.

PERRAULT, CONTES DE FÉES, with Notes and Complete Vocabulary. By G. Eugène Fasnacht.

MOLIERE, LE MÉDECIN MALGRÉ, LUI with Introduction, Literary and Grammatical Notes, etc. By G. Eugène Fasnacht. Macmillan & Co., 1883.

HEINE. Selections from the Reisebilder and other Prose Works. Edited, with Notes and Introduction, by C. Colbeck, M.A. London: Macmillan & Co., 1883.

UHLAND. Selections from Uhländ's Ballads and Romances. With Biographical Notices and Historical and Grammatical Notes. By G. Eugène Fasnacht. London: Macmillan & Co., 1882.

SCHILLER, DIE JUNGFAU VON ORLEANS. With Biographical Notice, Historical Introduction and Analytical Notes. By Joseph Gostwick. London: Macmillan & Co., 1883.

Although the above little books are intended for the school-room, yet we need hardly suggest that they are admirably suited for those who, having just left school, have carried away sufficient affection for their French and German to induce them to continue their studies in those languages. Annotated editions of the masterpieces will still be needed, and these little books will sufficiently smooth away the student's difficulties.

But with the fourth of the above series we are specially pleased, in the first place, because such a book as Perrault's well-known "Contes de Fées" is peculiarly adapted for a beginner's reading-book; and in the second place, the editor has supplied a vocabulary as well as notes.

To the German student, who has barely time to form a slight acquaintance with the works of the great authors, the selections from Heine by Mr. Colbeck and from Uhland by Mr. Fasnacht will be useful. In the preface to the prose selections from Heine the editor gives his reasons for putting together from this author's works a reading-book for the school-room: "No German prose that I am acquainted with is at once so witty, so good in style, and so attractive in matter. It may be thought too hard for the standard of attainment in German commonly reached in our schools, but this standard, it must be remembered, is rising year by year; and at the present moment, when it is likely that Cambridge will establish a Modern Language Tripos, to be faint-hearted in enterprise least becomes the teachers, who have long recognized German

as affording at once the practical advantages of a modern language and the linguistic training of which Latin and Greek have been supposed to hold a monopoly." We may add that the notes illustrate not only Heine's meaning, but also the niceties of German grammar and construction.

RAPID ADDITION. A paper on Practical Methods. By Jesse D. Sprague.

THIS little book of thirty-one pages is designed mainly to suggest methods of grouping figures, with a view to simplifying the work of addition. Grouping is adopted for two purposes: to reduce the number of figures to be added, and to combine them into serviceable amounts. The author groups figures into twos and threes, emphasizing those, the sum of which is ten or twenty. Tables of results to be committed to memory, from the body of the work. Those only who have much adding to do will be repaid for the labour of memorizing these. The writer states that he is not a teacher and that the work is not meant for a text-book, but to give hints that would have been valuable to him if received during his school days.

RECEIVED.—Minutes of Proceedings of the Senate of Canada, Votes and Proceedings of the House of Commons; House of Commons Debates; Provincial Normal Schools, Toronto and Ottawa; Regulations and Programme of Studies (Education Department). "The Normal Book," Fort Scott, Kansas; Author's Preface and Specimen Pages of "How We Live," by James Johonnot (D. Appleton & Co.) Alden's Juvenile Gem (John Alden). Literature for the Young, a Guide for Librarians, Book Committees, Sunday School Superintendents, Clergymen, Teachers and Parents (32 Park Row, New York).

*The Week* seems to be steadily gaining favour with the Canadian public and maintaining its place among the ablest reviews published on this continent. The graceful pen of "Bystander," Prof. Goldwin Smith, continues to be noticed through its columns. Mr. Thomas Hughes, the celebrated author

of "Tom Brown at Rugby," has begun a series of letters on English matters of interest. Canadian *literateurs* are availing themselves of this medium of bringing their work before the public. *The Week* should be read by every reading Canadian, and we predict for it the success it merits.

## NOTES.

TEACHERS will find Murison's "First Work in English" of very great service in drilling pupils on the interchange and equivalence of different forms of expression.

THE North York Teachers' Association recently held a very successful meeting. Their programme, which was a good one, unfortunately reached us too late for notice in last month's issue of *THE MONTHLY*.

THE editor of Chicago *Intelligence* gives us credit for the articles on reading, in our November and December numbers, but he evidently missed our explanatory paragraph crediting Colonel Parker with the authorship.

THE Messrs. A. J. Johnston & Co., New York, have issued a new Cyclopædia, notice of which can be seen in our advertising columns. Scholarly men of the United States have been engaged in its preparation, and its high merit is vouched for by many of the colleges there.

As we are going to press we observe that the Minister of Education has announced his intention of consolidating the School law and of making amendments therein. Time should be given the country, and especially the teachers, to consider and discuss these amendments before they are adopted by the Legislative Assembly.

THE *Library* magazine contains the cream of the English magazines and reviews. There are twenty articles on topics of general interest by the ablest living writers; the selections are made from a rich field and appear to be very judicious. The magazine is very cheap, but well printed and attractive in its appearance.

THE PLANETS FOR FEBRUARY.—The following items are selected from the *New York Journal of Education*:—At the close of the month of February Venus, Mercury, Uranus and Mars, are morning stars; Neptune, Saturn and Jupiter are evening stars. Jupiter is morning stars. Jupiter is morning star till the 19th. The February full moon falls on the 28th at 11 o'clock in the evening, so that we shall come within an hour of having no full moon in February.

THE *Montreal Daily Star* has a magnificent Carnival number, containing illustrations of the attack on the ice-palace and defence by the Garrison; the tobogganning fête; the Ice Condora after the Egyptian models, inaugurated with electric and pyrotechnic illuminations; the mammoth ice-lion (British); the great sleigh drive, embracing thousands of superb equipages; the fancy dress entertainments, and a fine inset-plate of the ice-palace in tints.

THE much-admired public school teacher is to be pitied. Every fellow who has the opportunity of appearing in print tells him not only what he ought to do, but what he will be *mistaken* if he do. This positive-negative style of counsel is as easy as it is "cheap and nasty." We also have a craze to say a word to teachers, just "by way of application," and it does seem to us that it contains millions of cubic feet of sound philosophy. It is simply this: Remember steadfastly that you were once a child. Inspectors also please remember.

THE February number of *Literary Life* is to hand on excellent paper and clearly printed. This magazine presents features of interest not found elsewhere, and contains several dainty illustrations, notably those of Stoke Pogis Park in Grey's *Elegy*. A paper on Thomas Gray is a careful estimate of this poet's exquisite work and an accurate description of his retiring life and character. "Anecdotes of Authors," by Will. M. Clemens, is a collection of readable selections, several of which are quite new and entertaining. "A Texas Excursion," together with some pretty verses, help to make up a valuable number.

A MAGNIFICENT special "Carnival Number," has been issued by Messrs. John Dougall & Son, of the *Montreal Witness*. The publishers have pressed into service the most talented Canadian artists, and, consequently, the result has never been equalled in Canada. The number fairly teems with illustrations, and has a gigantic four-page picture—"Storming of the Ice Castle by Night"—designed by Robert Harris, A.R.C.A. Besides this there are full page pic-

tures by Messrs. Harington Bird, Raphael, Walker, and other leading artists, and the number also contains the Carnival Poem, appropriately illustrated, for which a prize of \$100 has been paid, and a special Supplement representing the various athletic clubs and their leading men.

THE *Century* for February possesses unusual attractions from a Canadian point of view, as it contains a paper on "Canada as a Winter Resort," by W. George Beers. The paper is charmingly written and illustrated in the *Century's* usual profuse style. Entertaining as the contribution is we trust it will not further spread the erroneous opinions which exist in other countries in regard to the climate of Canada. Mr. Beers likewise commits some grave errors in regard to fact and detail. The article on Oliver Wendell Holmes is a thoughtful and just estimate of the writer and his work. The fiction in the number is liberal and of excellent character, Mr. Howells and Mr. James being the principal contributors. Another instalment of the "war" articles, together with Mark Twain's amusing sketch, add to a very readable number. Many of the illustrations are especially beautiful.

WE are indebted to the Hon. John Eaton, United States Commissioner of Education, for the preliminary programme of the International Congress of Educators, to be held at New Orleans, on February 23rd to 28th. The Honorary President is President Arthur, and the Deputy Minister of Education, J. George Hodgins, LL.D., is Honorary Secretary. Sections are to be formed under the following names:—A.—Elementary Education. B.—Secondary Instruction. C.—Superior Instruction. D.—Instruction of the Defective, Dependent, and Delinquent Classes. E.—Architecture and Hygiene of Buildings for Instruction, Libraries, and

Museums. Among the names of the officers of these sections occur the following:—J. G. Fitch, H. M. Inspector of Schools, London, England; Philip Magnus, President London City Guild Schools, London; President Porter, of Yale College; Professor A. Graham Bell, of Washington; F. Buisson, Inspector-General of Elementary Education, Paris, France; H. E. Kuki Riuchi, Japanese Minister, Washington. Such a congress can hardly fail to be a great event in the history of education in America.

THE *Atlantic* monthly for February is an excellent number. The second instalment of a novel entitled, "A Marsh Island," by Sarah Orne Jewett, is given the place of honour. The story moves well and is full of incident. "Winter Birds about Boston," by Bradford Torrey, shows great observation, and the real interest displayed in these tireless visitors is greatly enhanced by the charming style of the writer. "A Sheaf of Sonnets," by Helen Gray Cone, contains some pretty verses, as indeed does the number generally one of the chief characteristics of the *Atlantic*. "Mr. Parkman's Montcalm and Wolfe" is a review of one of the most notable books of the past year. The reviewer is, however, in fault when he imagines that Mr. Parkman's work "becomes one of dignity and consequence only when it is taken as a constituent part of the history of great movements in the seventeenth and eighteenth centuries, and especially when it is considered with reference to the genesis of the United States." The work which Wolfe effected was of far greater moment to Canada as she now is than it ever was to the United States, and it is highly probable that were it not for his untimely end the United States would be now enjoying the healthful influences symbolized by the "red cross" flag. The number throughout is an excellent one and shows the scholarly hand of its editor.

## CORRESPONDENCE.

### HIGH SCHOOL CHANGES.

To Editor of EDUCATIONAL MONTHLY:—

DEAR SIR,—We have reason to believe from the utterances of the Hon. the Minister of Education in the Legislative Assembly last session, as well as from the answers given to certain deputations that have waited upon him during the year, that we may

shortly expect the introduction of an Education Bill, amending in some important points the present Act. I am sure, sir, it is a matter of much regret to the friends and well-wishers of education in this Province, that we should have so many periodical fits of legislative patch-work in education. We do not mean to imply that our legislators should be unprogressive or stationary in this—

of the most vital and important functions of a government—but we do most earnestly enter our protest against so many changes which are not reforms, which but too often have been simply introduced to be repealed before anything like a favourable opportunity has been afforded to test their efficiency. But my aim is not to scold. We believe our Minister has at heart the welfare of the school system, but good intentions do not alone suffice. It remains yet to be seen whether he is likely to take those broad and comprehensive views of systems and things which must ever characterize the patriotic legislator as distinguished from the mere politician ever on the watch to trim his sails to the rising breeze of popular caprice. We do not know whether this may come under the eye of Mr. Ross, but in the hope that it may, we would venture to speak briefly on one or two topics on which, in our humble opinion, there is room for permanent change and reform.

#### LEGISLATIVE GRANTS TO HIGH SCHOOLS.

This has ever been in many quarters an open sore. It would be amusing, were it a less serious subject, to recount the numerous changes in the basis of semi-annual apportionments which have taken place within the last few years. Scarcely had one system been adopted than some hidden hand struck the educational kaleidoscope and change was the word. We are well aware that the subject presents many difficulties and any Minister of Education, honest in his intentions, well merits the sympathy and support of the profession. That the problem has never yet been solved, even approximately, to the satisfaction of High School men we may safely assume, and apropos of the present system of distributing Legislative aid to High Schools there is one thing and one alone for which those at present in power deserve credit—a little credit—that the minimum grant to High Schools is fixed at \$500 per annum, provided the school of course fulfil certain conditions. Five hundred is better than four hundred, and we believe it is very near what the minimum grant ought to be. Thus far we are thankful, but far from being satisfied. A large amount of money remains to be disposed of after the payment of the minimum grant to High Schools and Collegiate Institutes, and on what principle is this grant at present allocated? On what, indeed, not the principle of payment by results, which with all its imperfections had at least certain elements of equity but, the "principle of salary." We do not know upon whom to father this modern child. For our part, and we hope we may not be uncharitable, we cannot but

think that the politician trained from his youth up was the originator. We all remember what a storm of opposition greeted it in the Local House last session, and no doubt it would have been strangled had it been fairly formulated and inserted in the Bill. As it was it was only the strength of the Government, united with the consideration that all felt was due to the gentleman who had but recently assumed the educational portfolio that saved it. One great object—perhaps the only object claimed by the admirers of this principle—in its favour was that it would provoke the liberality of trustees towards the payment of increased salaries. How far this has been accomplished the Department is best qualified to judge, now that it is in possession of the returns for 1884. We do not know of an isolated case in which the desired effect has been produced. On the other hand it would not be difficult to point to several in which an opposite result has been the consequence. But let us stop, we have no wish to be over-destructive. On the contrary, we would respectfully suggest the following for the consideration of the Hon. Minister of Education while drafting his Bill:

(a) That the minimum grant remain as it is. (b) That some portion be distributed to schools according to efficiency, the criteria of which might be the results of public examinations, or the report of Inspectors, or both. Another suggestion we have to offer to the Minister, and his history thus far would seem to indicate that he is willing to take advantage of it. Let Mr. Ross summon to Toronto on any Saturday say twelve Head Masters, whose records show that their opinions might possibly have weight. Let them be representative, that is four from each of the three classes of schools—Collegiate Institutes, three master schools, two master schools—and it would be strange indeed if he did not get some practical suggestions that would aid him greatly in drafting his Bill. According to the present mode of distributing grants, the three master schools make money at the expense of all or nearly all the two master schools, and also according to the evidence of some competent principals, the Institutes as well. On examining the Minister's Report for last year, and comparing it with previous years, it will be easily seen that I am not over-stating matters, and all this be remembered, while it is not claimed that the unfortunate schools are less efficient than in previous years. Treatment such as this can eventually have but one result. Already many are struggling for lack of funds. I hope, sir, you may not think me making use of unduly harsh terms, but I must confess that I fail to see any principle of equity in the present distribution of Government aid in excess of the minimum.

One other subject should claim the attention of our Minister, during the present session. It is one that has more than once been mooted in the House, but for some reasons, which may not be specified here, it has not as yet been settled. You are aware that many of our High Schools are situated in small incorporated villages and these in such cases become the High School districts for such schools, requiring by law to furnish towards their maintenance, the difference between the actual school expenditure and the income derived from the Legislature, County grants and fees. When we remember the small percentage of pupils actually domiciled in such villages and the great majority coming from outside municipalities which are not called upon to pay a cent of what the law makes it imperative the village should pay, the injustice becomes apparent. The practical suggestion here is that legislation should be obtained in the direction of distributing counties into High School districts, and compelling County Councils to recognise such districts. We are aware that some kind of permissive legislation is already in existence on this subject, but practically it is a dead letter, and indeed were such districts determined upon the question of getting one or two hundred dollars more or less from the department would be of less importance for then, the trustees could fall back on the districts, and these would be so large that the additional taxation upon the rate-payer would not amount to more than a very modest fraction of a mill on the dollar. I am aware that in some places outside pupils pay an additional fee, but the effect of this again is to handicap the school and dwarf its very life.

The subject of training High School masters tempts my pen. This is important and presents many difficulties, but all because of this we should hasten the more slowly. We may systematize too much, that is evidently the direction in which recent official regulations point, and I venture to say that if it be pressed unduly it will, it must, result in disastrous failure. Why could it not be possible to prevent any graduate from becoming a Head Master till he had served an apprenticeship of two or more years in High School work and his teaching satisfactorily reported upon by the Inspectors. There is a regulation of this kind now in existence but we all know that it is violated frequently. The question of training assistants, involving as it does their general qualifications, presents possibly more difficulties. On this subject the most recent effort of our Minister is to disqualify all undergraduates unless they receive a special permit from the Department. We know Mr. Ross is no friend of classics, but from his recent labours on University Con-

ederation we should infer that he attaches some importance to University training. But now we can estimate the tangible value the Minister places on this Academic training; in his mind it does not equilibrate the scholastic value of a second class certificate, or a First C! We do not undervalue in any sense the intrinsic worth of such certificates, but when, say an undergraduate of the third or fourth year standing in first-class honours in one or more departments is put in the opposing scale-pan we fail to see why the certificated man should outweigh the other. Is there not here a quiet "dig" at one arm of the educational service to the exaltation of the other. There is little wonder that the regulation should have met with so much indignation in University circles—but this is only *one* example of the present tendency of the new regulations of Mr. Ross. There is this to be said in favour of the undergraduate that he at least has learned how to study, and by attending a large University he has also become aware of the fact that he is not the only man in creation, even if he has not jammed a text-book on Mental Science into himself at a Normal School where there is no one to teach it. Moreover, he has during his course become conversant with the methods adopted by professors whom we may regard as teachers at the head of their profession, and what is the evidence that undergraduates have been inefficient as High School assistants? In an experience extending over many years we have never heard of any charge of inefficiency preferred either by Inspectors or Principals against this class of assistants; and, yet, forsooth, our Minister must disqualify the whole body unless they are specially "permitted" by the Department. The object aimed at is a sinister one, and altogether unworthy of any man who would deal fairly with our educational difficulties. Yet, we admit that some training is desirable, but we strongly protest on many obvious grounds against turning even the best of our Collegiate Institutes into machines for turning out High School Assistants at so many per term. On this we have to suggest that Mr. Ross would take the money which he must apply to such Institutes with what he is now paying to certain officials for tramping round the country conducting what are erroneously described as Teachers' Institutes and with this fund arrange with one or more Universities for a regular course of lectures on Pedagogy.—I use this simply for want of a better term.

But I am afraid this letter is already too long, or I would refer to other imperfections in our present system. Possibly I may do so in a future communication.

You's, etc.,                      ALPHA.