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The Canada School Journal.

AND WEEKLY REVIEW.

VOL. X.

TORONTO, DEC. 31, 1885.

No. 48.

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The Canada School Journal and Weekly Review.

An Educational Journal devoted to the advancement of Literature, Science, and the teaching profession in Canada.

—O—TERMS.—O—

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CANADA SCHOOL JOURNAL PUB. CO. (Limited)

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The World.

To our friends and subscribers one and all we wish a **HAPPY NEW YEAR.**

In the correspondence between the American and Austrian Governments respecting the appointment of Mr. Keiley by the former, and the refusal of the latter to receive him as American minister at Vienna the Republican Secretary appears to decided advantage. The appointment was no doubt a mistake, and would never have been made had President Cleveland been better informed in regard to the antecedents of his appointee. But none the less the reason assigned by the Austrian Government in the first instance for the refusal, viz.: "The position of a foreign envoy wedded to a Jewess by a civil marriage would be untenable and even impossible in Vienna", was singularly well rebuked by Secretary Bayard's pointing out that both President and Congress were prohibited

by the constitution of the United States from even inquiring into the religious views of a civil servant, it being expressly declared that "no religious test shall ever be required as a qualification to any office or any public trust under the United States."

The issues raised by this correspondence are serious in their bearing upon the future friendly relations of these two great powers. When the Austrian Government in reply to Secretary Bayard, amended its plea, by stating that it refused to receive Mr. Keiley, not because his wife was a Jewess, but because of certain of the envoy's utterances and also because Italy had objected to him, the reply of the American Secretary was still more severe. He declared that the conditions implied in these pleas "are simply intolerable, and are, in the case of the United States, not only inhibited by the plain letter and undying spirit of our constitution of government, but are inconsistent with that decent self-respect which forbids a nation of 60,000,000 of freemen to accept the position of a diplomat dependency of the 'friendly power' whose behests appear to have been acquiesced in and carried out by Austria-Hungary in the present instance." Fortunately the two nations with the Atlantic and so much of Europe between them are not likely to come to blows, but the action of Congress will be watched with interest.

Matters in other parts of the world seem unusually quiet just now. In England all parties are waiting with bated breath for the promulgation of Gladstone's scheme for Irish self-government. France is apparently withdrawing with the best grace it can from its untenable position in Madagascar, and is not pushing matters in Tonquin, and the Eastern question seems to be still in *statu quo*. At home the Quebec movement still shows signs of life, and the leaders of both parties are whetting their swords and bending their bows for the approaching conflict in Parliament—*i.e.*, those of them who are not temporarily absent.

The School.

We note that some of the members of the fraternity on the other side of the boundary are exchanging views and experiences, through their school journals, on what corresponds with our Friday afternoon exercises. The idea is a good one. Why should not our readers do the same? There are many ways in which these exercises may be varied with increase of interest and profit that they ought to be seasons of perennial freshness, looked forward to with delight by both teachers and pupils. We should gladly open the columns of the JOURNAL for an interchange of experiences in the work of the Friday afternoon.

Apropos to the Friday afternoon exercises it occurs to us that a very profitable afternoon, at least for High Schools and the more advanced classes in the Public Schools, might be given at the commencement of the new year to a review of the great historical occurrences of 1885. Wide awake teachers, no doubt, make more or less use of the newspapers and other journals in the schools, and strive to awaken an intelligent interest in the minds of their pupils in what is going on in the great world. There is no more potent factor in education. Such a practice formed in youth helps greatly to make intelligent, broad-minded men and women. We trust that the brief glance taken in the first page of the JOURNAL each week is found helpful in this respect, though it is necessarily too brief to be more than merely suggestive of incidents and topics.

The ever-recurring question of foul passages in the English classics prescribed for the University courses is again raised in the correspondence of the daily *Mail*. Some of the writers are particularly hard upon Mr. Houston who is largely responsible for the selections recently made. The fact is, however, as Mr. Houston shows, that the new selections are in this respect neither worse nor better than those which have been prescribed for years past. The difficulty is in the authors themselves, and can only be shunned by shunning the richest treasures of English literature. 'Tis true, 'tis pity, and pity 'tis 'tis true" that the best writers, Shakespeare, for instance, are the worst tainted with this vice of past centuries. There is always, of course, the alternative of expurgation. As a matter of fact we suppose no professor would think of having the objectionable passages read in the lecture room. The only question that remains, assuming that to discard all the splendid monuments of genius which are tainted with impurities is not to be thought of, is whether it is better to have the expurgations made in the texts themselves, or by the professors or examiners. Opinions differ on this point, although most will probably agree that the safer and more unobjectionable course is to have the impure matter strained out of the school editions. As a rule this may be done without impairing the unity or the beauty of the best productions.

TO OUR PATRONS.

The beginning of a new year is a fitting time to review the past and lay plans for the future. Those who are engaged in any kind of public work must be sadly unwise if they cannot draw some profitable lessons from each year's experience, and make the work of each succeeding cycle at least a little better than that of the preceding one. The opportunities for such progress may naturally be supposed to be especially marked in the case of new enterprises. A public journal, for instance, must have been exceptionally well conducted during the first year of its existence, or else its managers must be singularly unreceptive of new ideas, if it cannot render better service to its patrons in its second than in its first volume. The publishers of the CANADA SCHOOL JOURNAL hope not to be enrolled amongst such dullards.

As stated in our Christmas number the JOURNAL has been successful beyond expectation during the first year of its publication as a weekly. This statement is based not only upon financial results but also upon the verdict of the great majority of those readers who have favored us with their opinions of our efforts. It was but the other day that an experienced educator in the United States, whose position and qualifications are such that he could, without breach of modesty, claim to be a judge of such matters, wrote us that we had made the SCHOOL JOURNAL "equal to the very best papers of its class." In view of the wide scope and variety of its contents, prepared and contributed specially for its columns, or culled freely from the fruitful field of educational literature, we venture to believe that no intelligent teacher can have read it carefully without gathering every week some useful information, some suggestion of an improved method, or some helpful hint. One thing at least we can say for ourselves truthfully and without egotism. Looking back a score or more of years to the time when, without experience, we were trying our prentice hand in training the young idea, and recalling our inevitable shortcomings, blunders, and gropings in the dark after better methods of teaching and government, we are sure that the weekly visits of such a paper as the JOURNAL, would have been a veritable godsend both to us and to our pupils.

But we have received unfavorable as well as favorable criticism, though the former has been comparatively rare. We are equally grateful for the one as for the other. In fact while the praise is certainly more grateful to one's self-esteem, the fault-finding is often more profitable to those anxious to improve. Unfavorable criticism of an honest and friendly character is so rare in these days, and usually costs the writer so much more than unqualified praise would have done, that we really ought to receive it with the deeper thankfulness. The JOURNAL at least welcomes it, for while it is not always possible to acknowledge its force or justice, or to explain the conditions which deprive it of weight, it is often helpful and stimulating. He was a wise man who shut his ears to the flattery of his friends but wished to be always told what his enemies said of him. In the same spirit, that is in order that we may know our weak points and strengthen them, we invite candid even though hostile criticism from every quarter.

With regard to the few, and we fear they are too few, who have pointed out to us what they thought to be mistakes or shortcomings in the past, we may say that we have carefully weighed their views and profited by them so far as we were convinced of their soundness. But our critics will of course understand how futile it would be for the conductors of a paper to attempt to modify it in accordance with every suggestion made, or opinion offered. That which one correspondent regards as a defect is often praised by another as a chief merit. Some, for instance, think it a mistake to devote a page or two of each number to brief notices of matters of current history, or to miscellaneous literary notes and extracts. Others find these departments among the most interesting and profitable. The one class assume that the readers of the JOURNAL generally have access to the daily newspapers and keep themselves posted on literary and scientific topics by reading journals and

magazines which treat those subjects much more fully than we can hope to do. The other class think this far from true of the average public school teacher, whose wants and tastes it is the special aim of the JOURNAL to meet. We have, possibly, better means than either of knowing what is the truth in regard to the great majority and with all respect to the opinion of others, must govern ourselves accordingly. And so in regard to other points, if indeed there be any other to which our friends have called attention in particular.

Speaking generally we may say that what the JOURNAL has been in the past that it will be in the future, with the addition of all the improvements we can make. Our aim has been from the first to make the paper intensely practical. We want it to contain just that which the average public school teacher needs to help him in his daily work. Our conviction of the importance of this has grown upon us from week to week. It shall be our constant aim to admit nothing which is not adapted, in our judgment, to be useful to the working teacher, whether by way of helping to enlarge and broaden his views, to increase his professional knowledge, to intensify his earnestness, or to afford him encouragement, suggestion, and direction in his daily work. And, as we have so often said, we need the help of the true teacher. We invite his co-operation. If teachers would but come forward and use our columns more freely for mutual help and benefit, the usefulness of the JOURNAL for the coming year would be more effectively promoted than in any other way, and none, probably, would derive more profit than our contributors themselves.

Let us one and all, teachers, contributors, and editors, enter upon the new year with a fixed determination, by God's blessing, to make it a more useful and well spent year than any that has gone before.

ELECTION OF SCHOOL TRUSTEES.

So far as we have observed not many of the Boards of Trustees or Boards of Education in the Province are this year taking advantage of the clause in the Consolidated School Act which empowers them to have the election of members of their respective boards take place at the same time and in the same manner as the municipal elections. The motion to give the required notice in the Toronto Board was lost by a small majority. Consequently here as in the greater number of the municipalities the nomination and election of trustees will take place this year under the old system. It is certainly highly desirable that more interest should be taken in the selection and election of school trustees. Were the magnitude of the issues involved rightly understood these elections would rank at least equal in importance with those of aldermen and councillors. The effects of combining liberal expenditure with wise economy are at least as closely related to the public well-being, and more far-reaching in the case of the former than in that of the latter.

The adoption of the ballot would probably, under the circumstances, be beneficial. Most of the arguments in its favor, in regard to general and municipal elections, apply with

equal force to the election of trustees. In both cases the open vote seems, it is true, the more independent and manly way of recording one's choice. But so long as it is notorious that the wish to gain personal favor, or the fear of giving personal offence operates with very many in both cases to prevent a free expression of opinion, it seems much wiser to choose the lesser evil and leave in the way of the timid or careless voter the fewest possible inducements to be influenced by anything but his view of the merits of the respective candidates.

The policy of holding the trustee elections on the same day as the municipal is more open to serious objection. It is, unfortunately, too true that party and other influences, many of them not merely selfish but even degrading, enter into the municipal elections. It would be manifestly difficult if not impossible to have the trustee elections conducted at the same time and place without danger of subjecting them in a greater or less degree to the same untoward influences. But surely the work of public education, if anything, should be kept as far as possible removed from all sinister influences. It should be elevated far above either municipal or political partyism.

Then, again, it is questionable whether the very fact of holding the trustee elections on the same day as the municipal would not of itself have a tendency to belittle the former. In the minds of nine-tenths of the voters the Mayor, Alderman, and Councillor question would be the all-absorbing one. The voting for trustees would be tacitly regarded as a mere appendage, a secondary and subordinate matter. Most of us are so constituted that we cannot be equally in earnest about two questions at the same time. Much less can we, while the heat of a municipal contest is in full blast, throw aside in a moment all warmth of feeling and come coolly and dispassionately to vote for educational officers simply on their merits.

We have no wish, however, to dogmatize or to take too strong ground on such a question. Since the provision is in the statute books and a number of municipalities have adopted it, it is probably better to wait and see how it works. Experiment is often the best test of such a scheme. At the same time we cannot conceal our impression that the election of school trustees is a matter of such dignity and importance as to warrant its having its own special day in the municipal calendar, and that the prospects of working up a legitimate interest in it will be on the whole more hopeful where it has such a day than where it is merely tacked on as a tail-piece to the municipal elections.

"Do you enjoy good health?" asked Cross. "Why, yes, of course, who doesn't?" replied Ross tersely.

"Little boy, do you understand what is meant by energy and enterprise?" "No pa, I don't think I do." "Well, I will tell you. One of the richest men came here without a shirt to his back, and now he has got millions." "Millions! how many does he put on at a time, pa?"

"Some idiot has put that pen where I can't find it?" growled old Asperity the other day, as he rooted about the desk. "Ah, um, yes! I thought so," he continued in a lower key, as he hauled the article from behind his ear.

A rural gentleman, standing over a register in a city store, attracted some attention to himself by observing to his wife, "Marian, I guess I'm goin' to have a fever; I feel such hot airs a-running up my legs."

Special.

ELEMENTARY CHEMISTRY.

CHAPTER III.—Continued.

CARBON MONOXIDE.

Symbol, CO. Molecular Weight, 28.

The element carbon forms with oxygen, besides the compound carbon dioxide, a second compound called carbon monoxide or carbonic oxide, which has the symbol, CO.

PREPARATION.

By the decomposition of Oxalic Acid by Sulphuric Acid.

Exp. 1.—Put a few crystals of oxalic acid, $H_2C_2O_4$, into a test-tube, add sufficient sulphuric acid to cover them, and gently heat; effervescence soon takes place. After a few moments bring a lighted taper to the mouth of the tube; a gas takes fire and burns with a pale blue flame. Extinguish the flame, incline the tube and hold a bottle over it for a few minutes, pour some lime-water into the bottle and shake it briskly; the lime-water becomes turbid, showing the presence of carbon dioxide. Since carbon dioxide is not an inflammable gas, two gases must have been produced. The one is carbon dioxide, the other carbon monoxide. The reaction is expressed by the following equation:—



The sulphuric acid takes no part in the reaction, except removing the water, and setting free the two gases.

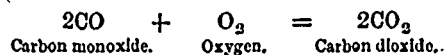
Exp. 2.—Place 10 grams of crystallized oxalic acid in the hydrogen flask, and through the funnel-tube pour about 30 c.c. of strong sulphuric acid. Heat the flask gently, and after allowing the air to escape, collect a large bottle full of the gases over water in the pneumatic trough. Remove the bottle when full, and place it mouth downwards on a piece of glass or in a saucer. The generating flask should be placed in a draught or out of doors, as carbon monoxide is very poisonous.

PROPERTIES.

Exp. 3.—Pour about 20 c.c. of a strong solution of caustic potash or soda into the bottle, close its mouth with the hand and shake briskly; the hand feels pressed into the bottle, showing that some gas has been absorbed. The caustic potash combines with the carbon dioxide, leaving the carbon monoxide untouched. Invert the bottle beneath the water and withdraw the hand; the water rushes in until the bottle is half full. *The gases are, therefore, set free in equal volumes.*

Exp. 4.—Fill a small bottle with water, place it mouth downwards in the trough, and bring the mouth of the bottle containing the carbon monoxide under it, and gently pour the gas from one bottle into the other. Bring a light to the mouth of the bottle, the gas will take fire and burn with the characteristic blue flame noticed in the first experiment. Add a little lime-

water to the bottle, and shake it up; the lime-water becomes turbid, showing that carbon dioxide is present. The carbon monoxide has combined with the atmospheric oxygen, forming carbon dioxide:—



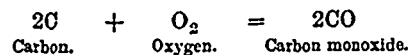
OTHER METHODS OF PREPARING CARBON MONOXIDE.

By the decomposition of Potassium Ferrocyanide by strong Sulphuric Acid.

Exp. 5.—Well-dried and finely-powdered potassium ferrocyanide (yellow prussiate of potash), $K_4Fe(CN)_6$, is heated with about nine times its weight of strong sulphuric acid. The reaction is at first slow, and then violently quick as the temperature rises. The gas evolved is carbon monoxide, only very slightly contaminated with carbon dioxide. This is the best method of preparing the gas.

By the incomplete Combustion of Carbon.

Exp. 6.—Fill a porcelain or hard glass tube with small lumps of charcoal, and place it in a small furnace, or in some way heat it through its entire length, and pass a stream of air through it. If the coals are glowing strongly, and the stream of air very slow, the gas issuing from the tube will be carbon monoxide:—



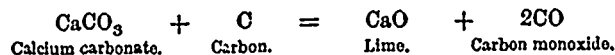
By the reduction of Carbon Dioxide by glowing Charcoal.

Exp. 7.—Use the same apparatus as in the last experiment, and pass carbon dioxide in a slow stream over the heated coals. The red-hot charcoal reduces the carbon dioxide; thus:—



By heating a Carbonate with Carbon.

Exp. 8.—Mix together finely powdered chalk and charcoal, place the mixture in an iron tube, and heat in a small furnace; the calcium carbonate is reduced to an oxide, and carbon monoxide set free. This is the change which takes place in lime-kilns:—



SUMMARY AND ADDITIONAL PROPERTIES.

History.—Carbon monoxide was discovered by Priestley when igniting chalk in a gun barrel.

Occurrence.—It is never found except as an artificial product, as in the neighborhood of brick or lime-kilns.

Properties.—Carbon monoxide is a colorless, tasteless gas, possessing a peculiar though slight smell. It is very slightly soluble in water. It is a very poisonous gas, and much of the ill repute which attaches to carbon dioxide really belongs to this gas. Small animals when placed in it die almost instantly. It is the presence of this gas which occasions the peculiar sensation of oppression and headache which is experienced in rooms into

which the products of combustion have escaped from fires of charcoal and anthracite. One per cent. is a sufficient quantity to prove fatal. The characteristic blue flame of carbon monoxide may often be observed playing over the surface of clear fires. In stoves the air enters at the lower surface where the oxygen is abundant, forming carbon dioxide as the first product of combustion; this carbon dioxide ascends through a mass of ignited carbon, where it is exposed to a great excess of red-hot charcoal which reduces it to carbon monoxide; when this reaches the surface it combines with oxygen, if present, reproducing carbon dioxide. It is also formed when steam is passed over ignited coal, and is, therefore, a chief ingredient in the so-called water-gas. Common coal gas contains from 4 to 7 per cent. of this gas.

Tests.—Carbon monoxide is recognised by burning with a pale-blue flame, producing carbon dioxide, which renders lime water milky.

QUESTIONS AND EXERCISES ON CARBON DIOXIDE AND CARBON MONOXIDE.

1. What weight of quicklime may be obtained from a ton of limestone?
2. Quicklime is slaked with water, diffused through more water and filtered. When carbon dioxide is passed through the filtered liquid it becomes turbid; what is the composition of the substance which causes the turbidity? Give an equation.
3. Express in symbols the action which takes place between hydrochloric acid and chalk, and describe in words the changes which occur, and the proportions by weight of each constituent.
4. Describe the physical and chemical properties of carbon dioxide.
5. What is lime-water, and how is it made? What happens when carbon dioxide is led into it (a) in small quantity, (b) in excess? Express all reactions by equations.
6. How would you prove that carbon dioxide consists of carbon and oxygen?
7. By what natural agency is carbon dioxide constantly entering the atmosphere withdrawn from it?

THE TEACHING OF COMPOSITION.

BY T. A. LEPAGE.*

An opinion is gaining ground that too much of school time is devoted to Analysis as compared with the time that is given to Composition. The two processes being exactly opposite, it is claimed that the latter should receive at least equal attention with the former. This claim is indisputably just, supposing both processes to be of the same practical value. Judging, however, by the time that is given and the importance that is attached to the matter of Analysis, one would conclude that it was the aim and object of English, and that Composition should be content with a minor place. A little reflection will, I think, show that the relative importance of these branches of school work has been misconceived, if not reversed. Composition is plainly the end; Analysis is only a means to the end. Composition means precise speaking and clear writing. It means the cultivation of good and graceful speech as opposed to loose, inelegant speech; and that surely is a matter of first importance. The analysis of sentences is but a means to this. It may be made a most efficient means. But too often there is no further purpose kept in view—the attention is bounded by the act of Analysis itself.

This is not as it should be. The power to analyse is of small value apart from power to express. Analysis is an exercise of thought;—Composition is a translating of thought into speech—a giving it, as it were, a social value; and the more forcible and faithful that translation is—the more apt and pointed the audible expression of the inward thought—the more do our sentences analyse themselves, the more easily do they convey their meaning. And that is for us the main use of language. It has, it is true, a vital existence of its own; and the secrets of its life, like all secrets that have never yet been fully read, have for the thinkers a fascinating charm. But its value to us is chiefly that it is an instrument of thought; and whatever clearly expresses rational thought is correct language, whether it conform to the rules or not.

The great thing, then, is that we express ourselves clearly. If we do so, our words explain themselves; that is, they analyse themselves; for you will see that whenever we are spoken to, we are called upon to analyse, just as we are called on to compose whenever we attempt to speak. If you ask me a question, or pass a remark, I must mentally analyse your words before I can say anything in answer. It is the separate words and their relation to each other that determine for me the meaning of the whole. But the mental process is exceedingly rapid. The relation between the words is adjusted, as it were, mechanically, without conscious mental effort, at least in ordinary sentences; and the import of the words flashes upon us almost as quickly as the words themselves. The mind is, in most cases, able to take in the thought as a whole without any formal analysis. Analysis, such as we do in school, is simply an attempt to define this mental process. It is an effort to find words to mark its different stages. It is a study of the relative functions of words and phrases in a sentence. To borrow a figure from Chemistry, it is a weighing of relative values in a compound which naturally exists as an organic whole. And, just as in Chemistry, it is difficult to find suitable names for elements that do not exist uncombined, just as the names themselves are frequently terms that need to be explained, so in language the attempt to resolve a sentence into its related and component parts has given rise to many technical terms—terms not needed for ordinary conversation—terms very often clumsy and inexact. I do not wish to underrate Analysis, but merely to assign to it its place. It is, undoubtedly, a good means of mental discipline. It often does help to the understanding of a difficult sentence by fixing attention in turn upon its several parts. Sometimes a sentence does not read itself to us—it but hints the inner thought; and sometimes the thought itself is complex, and the sentence much involved. Analysis in these instances is of service. It takes the puzzling sentence to pieces, familiarizes us with its separate parts, and then shows us the mode of construction. But the latter—the mode of construction—was the main thing, not the mere pulling to pieces; that is, unless our purpose is something other than understanding the thought. Our purpose may be quite different. We may be curious to examine and classify the materials. This will lead us to consider the parts of speech. Each word that enters into a sentence may be brought under some one or other of these, although, in truth, there is no fixed or necessary number of parts of speech. Just as in Chemistry the resolving of a rare compound may set free a substance new to investigation, so, in resolving sentences, we may find a word that is not any of the recognized parts of speech. Then, too, a word itself may be a compound; a single word may call for analysis. Like the gerund, it may be noun and verb combined. Like the participle, it may be the verb and adjective combined. Like the relative, it may be pronoun and conjunction combined. Like the pronoun itself, it may be adjective and noun combined—for every pronoun is resolvable into adjective and substantive, *who* being equal to what man, *he* to that man, and *I* to this individual. These words themselves are in function compounds, which in combination sometimes defy analysis. In the sentence, "Our schools exist for the common people, who are always in the majority," I can resolve *who* into *and they*, or, still further, into "and this class." But *who* has sometimes such affinity to its antecedent as to refuse to become detached. "The man who said so was in error." Here separation is more difficult, and all that Analysis can do is to label it a compound. Analysis is a process of labelling. It trains us to note distinctions, and thus gives the dissecting mind a keener edge; but it also shows us that there is scarcely a limit to the distinctions

* Professor, Prince of Wales' College, Charlottetown, P. E. I. This valuable paper was read before the Prince Edward Island Educational Association.

to be noted ; for Analysis need not stop short, even with simple words. It may enquire into the different parts of every word. And here there meet us two divisions of the subject—Orthography, that which pronounces on the ultimate sounds that together make up a word—and Etymology, that which studies the relation between the word and the meaning attached to it. In the one case we investigate letters, which are in theory the symbols of elementary sounds. In the other we investigate the process of the origin and growth of words. Both studies are interesting ; but to the mass of the people they are not important. They are important to the philologist, for it is his business to read the self-written history of language. This is as much a branch of science as Geology, which aims to write the early history of the earth from a study of the earth as it is. Now it is well to have a general idea of the results of these studies ; but to have a particular acquaintance with them one must become a special student oneself, and the public school is, perhaps, not the place, nor are young brains the proper instrument to conduct minutely such investigations. "Such knowledge is too wonderful for them ; it is high, they cannot attain unto it."

But to many minds the most scientific analysis does not make the meaning of a sentence any plainer. We may determine to our satisfaction the relation of its different parts, and even of the separate word ; we may find a fairly appropriate name for each of these relations and parts ; yet these terms have meaning only in the light of the sentence ; it is a mistake to think that the sentence has meaning only in the light of the terms. Analysis has not added to its meaning ; it has only stated slowly and formally what the intelligent mind grasps connectedly and at once.

The danger and delusion of much scientific study is that people are apt to think they understand a thing so soon as they have given it a name. If we ever do get a final analysis of a chemical compound, I doubt very much if we shall know any more about the elements that compose it than we knew of the compound itself. We shall know of course that the one is an element and the other compound ; but in dealing with the elements we are absolutely face to face with the unknown. If you can explain a thing in terms of something else with which you are more familiar, then you know something about it ; this we can do of many compounds. But if a thing is already an element, there is nothing simpler in terms of which it can be explained. The mind calls a halt there—it finds itself powerless to go further. Yet, although this is true, it does not follow that chemistry is not a useful science. But if chemistry stopped short with analysis, it would be a practically useless science. The great value of it is that it lets us into the secrets of combination. What a barren world this would be if it were all arranged in layers of chemical elements—so much Oxygen, so much Sulphur, so much Gold ! In chemistry, as in language, nothing exists for itself, but for the whole. And just as many chemical processes are curious merely, because the products of analysis will not exist apart, but combine again in some stable, useful form ; so I think there is much grammatical analysis which is merely curious, belonging to speculation, not to practical life.

So, too, analysis is useful, since it lets us into the secrets of composition. If it stops short of that, if it is a mere technical arrangement of words, it has little value ; and that, I fear, has been too much the case. I have known pupils who could tell you off-hand the subject and predicate and object, the clause of concession and the modifying phrase of manner or degree, who, for all their glibness, could not read the sentence nicely, did not seem to appreciate its point and beauty. Now, if they thought that they understood the sentence because they could tell its different parts ; if they were content with this separating of the parts, and did not feel the force and meaning of the whole, then the analysis was to them, not something valueless merely, but, in some degree, an injury. If a person in sight of some grand landscape, looks to the ocean and passes the remark that that is so much oxygen and hydrogen with traces of various salts, and if the dim hazy air where sea and sky unite reminds him only of nitrogen and oxygen in mechanical union, with excess of watery vapour, then his chemistry has killed for him that feeling of awe and affection which was intended to exist between external nature and the human soul. The love of nature does not depend upon chemistry or meteorology ; and the bane of the purely analytical method is that it may fix attention on mere processes, to the exclusion of sympathy with nature itself. But just as one does not need to know the ingredients of an apple in order to relish its flavor, so one may be able both to appreciate and to employ the finest language without technical analysis, without any knowledge of philology.

Now I do not wish to discard analysis, but to make it more and

more an aid to composition. We cannot easily avoid its technicalities. We have to accept them as stock-in-trade. They are terms which have been coined by deeply philosophical minds ; they mark distinction which only the philosophical mind has grasped. We are obliged at first to learn them and use them by rote. By-and-by, when our minds unfold, we catch glimpses of their propriety or impropriety, and by that time we can invent new terms for ourselves. If our coinage proves convenient, if it passes current, it may, like the rest of fit things, survive. But we must first accept the coinage we find current, whether we know the validity of the stamp or not. Let us take cheer from the historic parallel that those into whom the catechism was threshed or frightened in early days generally profess a late gratitude for the once unwelcome operation.

Our School Board at present demands a fairly minute knowledge of the analysis of sentences, and we must therefore do our best (keeping in view, however, the aim of all analysis) to comply with that demand. I do not think the demand unreasonable. It is not a small thing for our people generally to be taught the method of scientific inquiry. And certainly there is no subject in which it can be pursued with more general interest than in the study of language. It does not yield in importance, I believe, even to agricultural chemistry. And the pleasing result is this : that the pupil who knows how to investigate the parts of speech, to classify and pronounce upon its usages, to separate what is regular and common from what is idiomatic and complex, will have a mind well trained for any branch of scientific work. What takes place in language he will find to take place in such subjects as Physiology, Botany, and Chemistry, under different but parallel names.

Analysis studied as I have proposed, and as I shall refer to later in detail, will give us an advantage over the old method of teaching English, just as the old method, the method in vogue thirty years ago, had a certain advantage over ours, with its excess of analysis. In our fathers' days, you know, they were content with parsing. How the old teachers stared when the innovation was introduced. What verbiage they declared the exercises to be. They had got on very well without it, and it was absurd to insist on this new-fangled device as essential to a knowledge of grammar. They listened in amazement, coupled with contempt, to the then unfamiliar terms. We cannot wonder at their horror of the innovation. They could not receive with child-like submission the undigested mass, as we are trained to do in early years. They did not see that a clause or phrase is simply a part of speech expanded, and may be parsed as such. That was all they had to learn that was new. But I call attention to this to specify the advantage which the best of the old school of teachers had over us. They gave more time to Syntax. They dealt more with sentences as a whole. The important point they had to press was that a verb must agree with its subject, rather than to say which is the verb and which the subject. They employed their pupils in correcting sentences, or in showing so far as they could why they were correct, and the result was of practical value. It was better far than the result that is attained by making analysis the the ultimate object of English study, or which is the same thing, by giving to it the greatest time. Our pupils now may be more acute than theirs ; they may perhaps know more, but they will not be so likely to practise what they do know. But I think the balance may be made to turn again ; for in so far as we have thought over the nature of language itself, in our fuller analysis of speech, just so far should we have the readier use of words, the stronger hold on constructions, and therefore the greater power to construct.

Besides, our wider range and deeper study free us from the tyranny of rules and throw us on the liberty of principles. We go to see that good composition is not fashioned according to certain rules, but that, if it is clear composition the rules are formed by the usages it contains. Practically we shall find that those expressions are correct which are convenient and effective ; that rules are but statements of a prevailing mode of speech ; that if the mode changes (and fashion is not proverbially constant), the rule has to change to conform to the mode. That is to say, thought is before language, and language instead of abiding in any fixed set of forms, is obliged to change its form to keep pace with its fore-runner, thought. And so the prime necessities for good composition will be, first, a clear conception of the thought, and, next, an effort to say out the thought, naturally as far as we are concerned, and intelligently to all others. Cloudiness of expression is generally proof of denser cloudiness within.

Now, while perhaps Analysis has been taught apart from Composition, and thus failed largely of its natural completion, it will be

mistake to imagine that we are setting things all right again if we try to teach Composition without Analysis. Oral Analysis is at once an exercise in thought and an exercise in speech. The very statement of the mental Analysis is itself a practice in Composition. The value of Analysis is that it compels pupils to think closely. The brightest minds may take in at a mere glance every point logically present in a sentence, but the majority of minds will not; and a calm deliberate analysis of a sentence full of meaning—the only kind of sentence worth spending time upon—will assuredly bring out to those duller brains the intended force of each word or phrase. If it does not do that, it is not a good analysis. If it does do that, analysis is the handmaid of intelligent thought. Even if analysis stop there, short as I believe that stage would be of its true place and mission, yet it would justify its holding a leading place in our course of studies for schools. It is nothing less than applied logic; and the public speakers of the day would sometimes do well to remember that many of their hearers have received a careful training in weighing the worth of the statements made to them, and will be more and more apt to take these statements for what they are worth themselves, and less and less to accept them bodily, out of compliment to the speaker. The mind instinctively seeks solid truth to rest upon.

Analysis, even short of Composition, has given good results, and Composition, attempted without a formal analysis, might also give good results; for, after all, you cannot compose without mentally analysing your thought. The verbal analysis is, as I have said, only an effort to mark the stages of this mental process. But there have been grand Compositions without any consciousness of grammatical relations. Language existed long before Grammars were thought of. Books were written years before men speculated on the parts of speech. Oratory and poetry flourished in perhaps their highest form, at a time when, so far as we know, subject and predicate were not in men's thoughts at all; and in modern times some of the most perfect prose has been written by grammatical dullards, the instinct for fine expression having replaced the classified rules of speech. I do not say that these old orators and poets could not analyse. Their writing shows that they know all that our analysis could teach. They show, by their plain use of words, and the transparency of the thoughts expressed therein, that their minds were thinking clearly; that there was no confusion within; that the ideas were clearly conceived and orderly arranged; in short, the splendid composition is but a proof and sign of the mental analysis, of the finely-divided thought. But while all that is true, yet, so long as our analysis helps us to determine what this thought so forcibly stated is—gives us the thought piecemeal until we have taken it in and appropriated it as a whole—so long it is an indispensable ally to instruction in English Composition. This is the grand advantage of Analysis over mere Parsing. Parsing pronounces on the grammatical relation of the words; Analysis, by grouping the words, shows us the different components of the thought.

How, then, in conclusion, would I teach Composition? Instead of stating how I would do this, which would only add to the length of a paper already wearisome, I will take a sentence and briefly indicate what seems to me a rational method of dealing with it. Let it be a sentence from a text book, which is, or ought to be, a book of texts. It should contain pregnant sentences, not sentences in which the words are attenuated to their thinnest meaning. An interesting sentence is just as good for formal analysis as one which means little, or is unimportant, and it is much better as an exercise of thought. It is more than an exercise of thought; it is a valuable addition of thoughts.

The sentence I have chosen is one I chanced to take up in my own class. It is from Trollope's sketch of Thackeray in the series of English Men of Letters. "It is the ill fortune of some writers to be neither lucid nor easy in style; and there is nothing more wonderful in the history of letters than the patience of readers when called upon to suffer under the double calamity." There is material here for an hour's lesson.

First. I would have a grammatical analysis expressed in the most precise terms available. I would secure this precision of terms by constant reference to the evident meaning of the whole. I would try to replace the adj. clause by an equivalent adj. phrase, or still further by a simple adj. representative of the phrase; and so of noun clauses and adverbial clauses. In this way the sentence would lose its flesh and blood, but the skeleton framework would stand out clear. Then I would rebuild the sentence in its original form.

Secondly. I would try to note the separate facts stated or

assumed in the sentence as it stands. These are: (1) That there are two qualities of style—ease and lucidity; that some writers lack both of these; that this absence is a double misfortune; that readers often have to put up with this extra imposition upon their time and attention; that they are in general surprisingly patient under this infliction; that the writer knows of nothing more surprising than this patience in the whole history of letters. Now, if these facts be stated co-ordinately, the original sentence may be re-written, so as to bring out in separate statements the connected idea of the text, and the only thing left to do will be to insert the proper co-ordinate connectives, instead of leaving them simple sentences in lonesome independence.

The result that might be secured with a higher class, or in the high schools generally, might be something like this:

"There are two valuable qualities of style, lucidity and ease. Some writers possess neither, and so lie under a two-fold misfortune. Many readers in consequence have a heavy strain thus put upon their minds. They might be expected to exhibit impatience under this unnecessary strain. But in point of fact they have exhibited extraordinary forbearance, and this forbearance is one of the most wonderful incidents in the history of letters." Thus Analysis becomes Composition.

THE OLD YEAR AND THE NEW.

The Old Year sat beside the hearth

In thoughtful mood; the hour was late;

And ere he vanished from the earth,

The past he fain would contemplate.

"I brought a wealth of joy for those

Who had o'erburdened been with grief,"

He said, "and for unnumbered woes

Furnished the cordial of relief.

"To some I gave a garden's bloom,

Sweet pansies and forget-me-nots;

To some the cypress, and the tomb,

The barrenness of desert spots.

With Love I tarried for a while,

Breathing the sweet Elysian air;

And bidding Hope serenely smile

Across the threshold of Despair.

"I entered on my natal hour

Burdened alike with bliss and bane,

Commissioned by my Lord to dower

Some hearts with ease, and some with pain.

Where happiness had rich increase,

I shall be honored long, I know;

But those I robbed of joy and peace—

They will be glad to have me go!

"I've followed many a bridal train;

Have watched by many a lonely bier;

With birth and death, with loss and gain,

Made up the record of the year.

And now beside December's gate,

Where hangs the year's alarm bell,

I pause to scan the past, and wait

The sound of my own funeral knell.

"One!—How the hours have slipped away!

Two!—Some will weep with sore regret;

Three!—Could I still on earth delay—

Four!—Some good I might accomplish yet.

Five!—An angelic song awoke!

Six!—Surely are the fetters riven.

Seven!—Soon I shall hear the final stroke—

Eight!—Chime sweetly with the clock of heaven!

Nine!—I am nearer to my goal!

Ten!—Time must eternity begin!

Eleven!—Awake, immortal soul!

Twelve!—Farewell! and let the New Year in!"

"I come the Old Year's debts to pay!

I come his promises to keep;

To walk upon the world's highway,

And deck the grave where dear ones sleep.

Where he gave smiles I may give tears,

Life's path with good or ill bestrew;

For unto him who views the years

The new is old, the old is new!"—Josephine Pollard.

Examination Papers.

EDUCATION DEPARTMENT, ONTARIO.—JULY
EXAMINATIONS, 1885.

THIRD AND SECOND CLASS TEACHERS.

COMPOSITION.

Examiner—*J. G. Hodgson, M.A.*

1. Write sentences illustrating clearly the difference between ability, capacity; convolve, convene; crime, vice; bring, fetch; hope, expect; counsel, council; hanged, hung.

2. Correct the following:—

- By this means it is anticipated that the time from Europe will be lessened two days.
- It was him that Horace Walpole called a man who never made a bad figure but as an author.
- In Jeremy Taylor we find some of the best examples of long sentences which are at once clear and logical.
- The vice of convetousness of all others enters deepest into the soul.
- Observers who have recently investigated this point do not all agree.
- Shakespeare the noblest name in literature was born at Stratford.

5. Write out in the form of indirect narration the substance of the following extract:—

“Fair dreams are these,” the maiden cried
(Light was her accent, yet she sighed),
“Yet is this mossy rock to me
Worth splendid chair and canopy;
Nor would my footsteps spring more gay
In courtly dance than blithe strathspey,
Nor half so pleased mine ear incline
To royal minstrel’s lay as thine.
And then for suitors proud and high,
To bend before my conquering eye,
Thou, flattering bard! thyself wilt say,
That grim Sir Roderick owns its sway.
The Saxon scourge, Clan-Alpine’s pride,
The terror of Loch Lomond’s side,
Would, at my suit, thou know’st, delay
A Lennox foray—for a day.”—

6. Write a short descriptive essay on one of the following subjects:—

- Autumn in Ontario.
- An out-door sport.
- School-life.
- The discovery of America.

DRAWING.

Examiner—*J. A. McLellan, LL.D.*

1. Illustrate by means of pencil drawings—no rulers to be used; distance to be judged by the aid of the eye, alone:

- A reverse curve with both upper and lower parts ovoid in character, base of reverse curve 3 inches long and upright, bases of the two parts of the curve, proportioned as 1 to 2.
 - Three parallel straight lines $1\frac{1}{2}$ inches long, in left oblique position, lines about $\frac{1}{2}$ of an inch apart.
 - A perpendicular, to a right oblique line, each about 1 inch long.
 - A square, of 2 inches side, resting on one of its angles (corners), with one of its diagonals upright.
 - An oval with diameters in the proportion of 1 to 2 inches, the longer diameter, in the left oblique position, making an angle of about 45 degrees with a horizontal.
 - An upright view of a cone, with base above the line of sight, altitude 2 inches; horizontal diameter of base 1 inch.
 - A water bottle in an upright position, with neck based upon a square of $\frac{1}{2}$ inch side; body based upon a circle about $1\frac{1}{2}$ inches in diameter—apply the reverse curve in the outline of the sides of the stand or pedestal on which the body of the bottle rests. No perspective effect required.
2. Draw, in freehand perspective, no rulers to be used:
- A rectangular block 4 inches long, 3 inches wide, and 1 inch thick, standing upon one end, to the left of the spectator and below the line of sight, and having the rectangular

face 3 by 4 inches parallel with the picture plane. Divide the block into cubes showing all the edges of each cube.

(b) A rectangle: box, about 2 inches long, 1 inch wide, and $\frac{1}{2}$ inch high, placed to the left of spectator and below the line of sight, with the end parallel with the picture plane. The lid is hinged on the upper left receding edge, and is opened at an angle of about 30 degrees with the upper horizontal edge of the end.

(c) A book 2 inches long, 1 inch wide, and $\frac{1}{2}$ inch thick, placed with back towards observer, in an upright position, to the left of him, and above the line of sight.

3. Draw geometric views (no perspective effect) of the back, side, and end of the book above mentioned. Connect the views by dotted lines. Assume the thickness of the boards of the book-cover to be about $\frac{1}{8}$ of an inch. No rulers to be used.

4. Construct a square 2 inches to a side; on its left upright side, as base, construct an equilateral triangle; within the triangle inscribe a circle; bisect the lower horizontal side of the square, and from this point of bisection drop a perpendicular 3 inches long and divide the perpendicular into seven equal parts. Show the construction throughout.

This may be done either with or without compasses and ruler.

BOOK-KEEPING.

Examiner—*Cornelius Donovan, M.A.*

1. What is meant by: Assests? Bonded Goods? Debenture? Good Will? Lien? Mortgage? Power of Attorney? Staple Goods? Usury? Voucher?

2. (a) Briefly state the essential requisites of a Promissory Note.

(b) Brown gives Black his note at 4 mos. from to-day for \$150, negotiable and payable at bank. Write the note, dating it from Toronto.

3. Journalize:

(a) Commenced business with cash \$1,000, merchandise \$1,000, notes against sundry persons \$500.

(b) Bought of John Jones for cash, tallow worth \$160, and immediately sold it for \$140.

(c) The Dominion Bank has discounted my note against Harris for \$1,000; discount \$17.50, cash received \$982.50.

(d) Sold my house and lot to Green for \$2,500. Received in payment cash \$1,000, merchandize \$500; balance to remain on account.

(e) Consigned to Henry & Co., Montreal, goods to be sold on my account, invoiced \$645. Paid freight on same in cash \$36.50, and gave my note for insurance on do. \$19.35.

4. Classify the foregoing accounts according as they are “Resources and Liabilities,” or “Losses and Gains.”

5. Post all the items in No. 3.

6. State the object, and briefly describe the process, of closing the Ledger.

SECOND AND THIRD CLASS TEACHERS.

DICTATION.

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

It is no pleasure to me, in revising my volumes, to observe how much paper is wasted in confutation. Whoever considers the revolutions of learning, and the questions of greater or less importance, upon which wit and reason have exercised their powers, must lament the unsuccessfulness of inquiry, and the slow advances of truth, when he reflects that a great part of the labor of every writer is only the destruction of those who went before him. The first care of the builder of a new system is to demolish the fabrics which are standing. The chief desire of him that comments an author is to show how much other commentators have corrupted and obscured him. The opinions prevalent in one age, as truths above the reach of controversy, are confuted and rejected in another, and rise again to reception in remoter times. Thus, the human mind is kept in motion without progress. Thus, sometimes, truth and error, and sometimes, contrarities of error, take each other’s place by reciprocal invasion. The tide of seeming knowledge, which is poured over one generation, retires and leaves another naked and barren; the sudden meteors of intelligence, which, for a while, appear to shoot their beams in the region of obscurity, on a sudden withdraw their lustre, and leave mortals to grope their way.

Practical.

TO SCHOOL OR TO BUSINESS.

Just now thousands of young men are deciding one of the most important questions of their lives—whether they shall go to school or go into business; whether they shall begin their career of money making and self-support, or shall continue their term of education and of preparation for active life a season longer. Shall we go to school, to college, or shall we go to work? that is the question.

The greed for business is outstripping the greed for education. There are tens of thousands of young men hurrying into shops and stores who ought to be in school. We may lay it down as a general rule, having few exceptions, except those where the support of a family depends on one's labor, that the young man of good, fair abilities, who does not take the full course to secure a liberal education makes a most serious mistake. To be sure he does not know it, and he may never get his eyes open, but he makes a sad mistake all the same. The greatest blessing a young man can get is an education, whether in college or in a technical school, or whether or however acquired.

"What do I need a college education for to be a clerk or merchant?" You may make a good clerk or a good merchant without an education. But is that all you want to know? Probably it is, but it is not all you ought to want to be. You can be more than that. You can be a broad man with an interest running in many directions, in sympathy with all the movements, and understanding all the progress of the world. For this you must get started in many directions, and this is what your college is for. It opens to you a hundred roads, leads you along each for a little way, and proves to you that the world of thought is large, and tells you it is much larger than you see. It opens your eyes, it makes you alert to see what you else would never see, it tells you what men have done for men, and in what lines the world's movement goes. It fills your mind with a thousand facts all new to you, and tells what they are worth. Then it takes your mind and trains it. It teaches you how to work, where to look, what thinking is, and best, what wise thinking is, and how to do work intelligently. It gives you facts and facility and discipline.

"Is that all? I don't quite see the profit of that." Of course you don't. It does not give you money. But take my word for it that it is good for you. You are young. We have heard many and many men in successful business lament that in their youth that they had not got a good education; we have heard them blame themselves or blame their parents for it, but we never heard one wish that he had left study and begun business earlier. Such men could tell you that for the man who hopes to get beyond the simplest routine labor, an education is in every way profitable; that it is a protection to him; that it opens new avenues; that it gives him friends, and enables him to hold his own with them; that if it delays him a little in the start it gives him speed in the race. Even business can be better understood and carried on more successfully by a young man who has a well trained mind than by one who has turned earlier into a narrow line of work at the expense of the development of his best faculties. It may be that the Latin and Greek and the astronomy will not be much used in after-life, but the training the mind has received in their study will help all through life in any business or trade.

Poverty need be no bar to education. If a young man has any energy or determination he can get it. If he is willing to help himself, he will go to an academy or college, and he will find every one ready to help him. Free education will be provided him, if he

is worthy of it, in almost all of our colleges. They have their scholarships purposely for him. All it wants is pluck.

Young man, don't go west yet. Stay east a little while longer, or clerk, or merchant, or professional man. It will help you everywhere.—*The Independent.*

CAUSE OF CHILDREN'S DEFECTIVE EYESIGHT.

A writer in *The Popular Science Monthly*, Samuel Yorke, at Lee, says that "there are records of the examinations of the eyes of 45,000 school-children, of all ages and grades, white and colored, and it has been proven that near-sightedness, increases from class to class, until, in the highest grades, it has actually been developed in as many as 60 or 70 per cent, of all the scholars." The causes, he says, to which this deterioration of eyesight has been attributed are alleged to cross-light from opposite windows, light shining directly on the face, insufficient light, small types, and to the position of the desk, forcing the scholars to bend over and bring the eyes too close to the book or writing-paper, etc.

But he declares that were all these defects remedied the integrity of the eye would not be restored nor its deterioration prevented. The chief causes of the evil, the colors of the paper and the ink, would still remain. White paper and black ink he asserts are ruining the eye-sight of all reading nations. He would, therefore, substitute some other than the universal color of our paper, that the eyes of the student may no longer be wearied with the myopian contrast of black and white. The color, he says, nature and science declare should be green, and adds:

"Let our books be printed on green paper, and let our printers use red, yellow or white ink for the noxious black. The reform would be revolutionary, and the interests of the trade would be at first hostile to the change. For thousands of years, from papyrus to superfine glittering note-paper, our eyes have been exposed to the deleterious influences of black and white. The change to green, yellow and red, or to some other agreeable reflective tints, is eventually certain to take place. Science and common sense will compel it. The substitution can not, probably, be sudden nor immediate, for the stationery world must be turned upside down in the process; old school-books, blank-books, and writing-books and inks, must be displaced; and publishers and paper manufacturers will have to adapt their measures to the new dispensation. But, when it is consummated, everybody will rejoice, except the spectacle-makers."

The March of Etiquette, illustrated by *Puck*.

Policeman.—"I trust you will not be offended, sir, if I take the liberty of informing you that I cannot allow you to stand longer on this corner."

(*Old Style.*—"Move on, young feller, or I'll club the whole top of yer head off!")

Hack-driver.—"It pains me to decline the pleasure and honor of driving you to Haarlem for less than two dollars, sir?"

(*Old Style.*—"Two dollars, boss; not a cent less. Do you think I'm drivin' this cab for my health?")

Office-boy.—"I regret, sir, that I cannot with certainty inform you at exactly what hour my respected employer will return."

(*Old Style.*—"How do I know when the boss 'll be in? He didn't leave no word.")

Railroad Brakeman.—"Ladies and gentlemen, will you kindly accelerate your motion as much as possible? Our stoppage here is necessarily short."

(*Old Style.*—"Step lively there! This train can't stop here all day!")

Hotel Clerk.—"I cordially welcome you to our humble hospitality, my dear sir, though it deeply humiliates me to tell you that the sky-parlor is the only room at your disposal, just now."

(*Old Style.*—"Seven dollars in advance, please. Jimmy, show this man up to number 4-11-43, under the roof!")

Educational Notes and News.

Mr. R. D. Davidson, is the successor to Mr. A. Barber, in the Union School, Bowmanville.

Miss Ella Lawrence, of Sarnia, has been engaged as teacher in the primary department of the Watford school *et c.* 1886.

Mr. Bingham, of Bracebridge, is to be the principal of Lorneville Public School, not Mr. McFarlane, of Kirkfield, as previously stated.

Mr. J. E. Tom, son of Mr. James Tom, of Exeter, is an applicant for the Public School Inspectorship of South Huron.—*Free Press*.

John Simpson, B.A., has been engaged as assistant teacher of the Cayuga High School. He comes highly recommended.—*Haldimand Advocate*.

Miss Susan Jones has been engaged as teacher in school section No. 3 (Logan), and Miss Sarah Jones as teacher in Mr. Thomas Coveney's section, east side of the township.

We hear that Miss Anne Squair has been re-engaged by the trustees of Salem school. Miss Squair has always been a successful teacher.—*Canadian Statesman*.

J. H. Little, B.A., of Smith's Falls, will succeed Mr. Williams as Mathematical Master of the High School, Ridgetown. He is a first-class honor man of Toronto University.

The pupils of the Collingwood Collegiate Institute presented Mr. John Tait with an address and a purse containing \$77 in gold. Mr. Tait leaves in a few days for the Pacific slope.—*Shelburne Free Press*.

We understand that another of the staff of the Brampton High School, Mr. J. McIntyre, M.A., has unexpectedly resigned. This gentleman also has left the profession for another, namely, that of literature.

At the last meeting of the R. C., Separate School Board, of this city, Mr. S. R. Brown was re-engaged as head teacher for the year 1886, by the unanimous vote of the Board, at a salary of \$700.—*London Free Press*.

The Japanese propose to establish a postal banking system to receive deposits in small amounts from students and pupils of the public schools. The idea is to encourage habits of thrift and economy in the young.

R. H. Walks, Esq., teacher of Greenwood public school, was presented with a beautiful plush photo album by his pupils this week. Mr. Walks is held in high esteem by his pupils and their parents in Greenwood.—*Whitby Chronicle*.

Mr. T. J. Parr, teacher of elocution, and in the commercial department of Woodstock High School, has been offered an increase of \$150 in his salary to go to Strathroy Collegiate Institute. As he had been engaged for the coming year he has acquiesced in the wishes of our Board and will remain here.—*Sentinel Review*.

The pupils of Brampton High School gave an entertainment to their friends on December 21st. The programme consisted of exhibitions of statuary, tableaux, drill, music, and recitals, and won hearty applause from a crowded audience. The proceeds are to add to a "piano" fund which is being raised by the students.

Mr. McGuirl, who has been on the staff of the High School up to the end of this year, has accepted an engagement as assistant master in the Guelph High School. He had also an offer of the headmastership of the Prescott High School. We wish Mr. McGuirl success in his new position.—*Sarnia Observer*.

Mr. Joseph Stafford severed his connection with Union School Section No. 12, Mono and Amaranth, yesterday. At the close of the examination the pupils presented Mr. Stafford with an address and a handsome photograph album. Mr. Stafford intends to take a course at Toronto University. We wish him success.—*Shelburne Free Press*.

Mr. Geo. W. Robinson, Principal, Public School, S. S. No. 20, London, was made, by his pupils, the recipient of a beautiful writing desk, furnished with writing materials, and accompanied by a neat and well worded address, speaking highly of the kindness, industry, and interest manifested by the teacher to the pupils in the year he has been with them. Mr. Robinson purposes attending the London Collegiate Institute.

The matter of raising the Guelph High School to the status of a Collegiate Institute is occupying the attention of the Minister of Education. No High School in the province has done better work than the one in Guelph. It has also been characterized by the absence of fuss and blunder.—*St. Thomas Journal*.

Mr. I. J. Blain, B.A., of Brampton High School, was presented by the pupils with a handsome set of volumes to mark their appreciation of his services during the four years he has been connected with that school. Mr. Blain leaves the scholastic for the legal profession. Miss J. Storek has been selected to fill his place for the ensuing year.

The women school teachers of Des Moines, Iowa, are in a critical position. The school board has passed a resolution making resignation impossible before the end of the school year. And this because so many of the young women have fallen into the habit of resigning for the purpose of marrying, in the middle of the term.—*N. Y. School Journal*.

Mr. J. F. Argue, principal of Claremont Public School, was presented by his pupils with a valuable lamp, some handsome cards, and a silk handkerchief for Mrs. Argue. Miss Ross, teacher of the first division, was made the recipient, by her scholars, of a beautiful album and two pretty vases. Both teachers are leaving the school. There are about 130 pupils in attendance.

The following teachers from this town, (Bowmanville,) who attended the Normal School Toronto, last term, have been awarded second-class professional certificates:—Mr. A. S. Tilley, Miss M. E. Hambly and Miss Minnie Ruines; and having made over 70 per cent of the aggregate marks for teaching, their certificates have been raised from second class B to second-class A, a distinction which only a few received.—*Canadian Statesman*.

Mr. A. Henderson, Whitby Collegiate Institute, was offered the position of Commercial Master in Collingwood Collegiate Institute, at a salary of \$900. He apprized the Whitby Board of Education who, at a special meeting, decided to increase his salary if he would remain. This he consented to do on an increase of \$100 being offered. Mr. Henderson's high attainments and teaching ability were testified to, by several members of the Board.

The annual commencement of the Dominion Business College, Kingston, is before us in the shape of a handsome pamphlet. The Faculty are Messrs. Isaac Wood, B.A., G. M. Duff, C.E., Amos McDonald, J. B. McKay, J. A. McDonald, and L. W. Breck. Over 150 students are on the roll. The course of study appears to be very complete and numerous testimonials to the high standard of instruction imparted, indicate that it is a live establishment.

The teachers and scholars met together in one of the rooms of the Perth Collegiate Institute, before closing for the year. Addresses were made by the teachers, after which Mr. Rothwell, the Principal, was presented with a beautiful pair of plucked beaver gauntlets, and also a cap of the same material, by the students and a few ex-students of the Institute. It was accompanied by a feelingly worded address to which Mr. Rothwell responded briefly and appropriately.

Knowledge in music is in the *thinking*, and not in *memorizing*. Rote singing is memory, and not knowledge. Rote singing is "cramming," and extensively indulged in proves a great hindrance in acquiring a real knowledge of music. While little children should have a limited number of rote songs for recreation (if tastefully sung), all time spent in learning to sing songs thus taught by rote is worse than wasted.—*H. E. Holt, before Conn. State Teachers' Association*.

Wanted—A rule, or measure, by which a teacher may ascertain a pupil's mental growth. We have numerous devices for ascertaining how much a pupil knows. We have oral recitations, written recitations, reviews, examinations, marks, per cents, and other plans too numerous to mention, but we have no infallible rule for determining how much a pupil grows mentally in a given period. When we get that, our "system" will be perfect, but until we do get it, our methods of determining fitness for promotion must be deficient. The best pupil is not the one that knows most, but the one that grows most.—*Educational Courant*.

We acknowledge the receipt of the annual announcement of Simcoe High School. D. S. Paterson, B.A., gold medalist, Toronto University, is headmaster. He teaches English and Classics. Mathematics and Science are taught by Mr. Robert F. Knowles, and Modern languages, History and Geography by Mr. W. A. Phillips. Wm. Wallace, Esq., is chairman of the Board of Edu-

cation, and Wm. Sharpe, Esq., secretary. The school building is favorably situated and is justly celebrated for the beauty of its grounds. Internally it is furnished with every comfort and requisite for facilitating school work.

The examinations of the Public School in Gould's School Section, Fullarton, were conducted by Messrs Harding, of Fullarton; Munro, of Bethel; Miss Francis, of Fullarton, and Miss Knot, of Logan. The teacher, Miss Currelly, was highly complimented by all the examiners on the apparent thoroughness of her work and the proficiency of her school. Of the number that she sent up for promotion in the spring nineteen out of twenty passed, being the largest percentage in the township, and she leaves the school at the close of this term to attend the Normal in Toronto, with the respect and admiration of the whole section. She will be succeeded by Mr. Pinder, of Hibbert.—*Mitchell Advocate*.

A lawyer will not criticise the conduct of another member of the bar outside of the court-room. Neither do ministers condemn one another. If a mistake has been made, they are the last to believe evil reports. They uphold rather than condemn until convinced of the guilt of the accused party. No physician will try to injure the practice of another physician. Professional courtesy is found everywhere except among teachers. All seem anxious to rise, though many others may be pulled down. It is no wonder that they are not respected as members of an honored profession should be. But few work for the profession. Each one is looking out for himself. If by unjustly criticising the work of another he can secure a good position, it is all right.—*Normal Index*.

Principal Grant, of Kingston, says the papers on which boys and girls have to write before they can pass from the Common to the High School are sometimes appalling to a college professor. He feels thankful that in his day such fences had not been leaped, for he knows that in attempting to jump them even now he would be sure to get a cropper. And yet these papers are placed before his little son and daughter, and they, with fingers that have hardly learned to hold a pen with ease and minds untrained to clothe half-formed thoughts in words, are compelled to torture their immature brains to solve a given number of puzzles in a given time, and write the solutions down in black and white, or to be subjected to what must always be considered disgrace. A teacher who comes in contact with his scholars every day ought to know whether they are fit to pass into another school.—*Montreal Witness*.

Why should not our primary teachers in crowded rooms be permitted, to some extent, to adopt the pupil-teacher system of England, and take from the upper grades, occasionally, for an hour's work, a pupil-teacher as an assistant. Every city primary room contains a group of dull or backward children who need attention and drill far more than they can get from the room teacher. They are a drag on the class, and sometimes almost a heart-breaking discouragement to the overworked mistress. In the hands of such pupil-assistants they could be brought forward with success. The work of teaching them would be far more educational than the occupation of study in the same hour. No better method of review for elementary studies could be invented than to set the pupils of the graduating class to telling "what they know about reading, writing, spelling, numbers, etc., to a primary class.—*N. E. Journal of Education*.

The annual examination of Millbank Public School was held on Friday afternoon last. Mr. Alexander, the Inspector, Mr. McCallum, M.A., President, Perth Teachers' Association, and over a dozen teachers were present. The school was crowded by the appearance of over sixty visitors. The children delighted people with their pretty songs and concert exercises. They were searchingly and thoroughly tested in the various branches, and reflected great honor upon their teachers. At the close of the examination Mr. Alexander made a few remarks, saying that Millbank school always ranked among the first in the county. There was no more time for any speeches, as all were anxious to be present at the Xmas tree in the evening. At 8 o'clock Mr. Mustard called the meeting to order. He said that the people of Millbank must feel highly honored at having so many distinguished educationalists present at their entertainment. When in Stratford a few months ago he had been talking to two noted educationalists, whose pens were busy every day in writing on educational matters. They told him that a certain inspector in the county of Perth was one of the best in Ontario; and that inspector, Mr. Alexander, was present with them this evening. He had also heard a celebrated High School Inspector say that in a certain High School in Perth

the pupils stood first in English in Ontario, when he visited it; and the teacher of that High School was present with them this evening—Mr. McCallum, of Listowel. (A pleasant musical entertainment followed.)—*Mitchell Advocate*.

The closing exercises of the Normal School were held on the evening of the 18th inst. in the amphitheatre at the Education Department. There was a large audience. Principal Kirkland occupied the chair. An excellent programme, consisting of readings, musical selections, and calisthenic exercises, was presented. Rev. M. MacVicar delivered an address to the students. Hon. G. W. Ross, Minister of Education, addressed the graduating class, giving them advice as to how to act in the sphere of usefulness they were about to enter. The chairman, Dr. Carlyle, and Mr. McFaul in brief speeches expressed the regret they felt at parting with those who were about to leave the school, and their hope for the future success of their late pupils. A vote of thanks was tendered by the students to the teachers of the Normal School for their many kindnesses during the past session.

The following is the list of students who obtained second-class certificates at the recent professional examinations:—

Messrs. G. H. Allen, G. Anderson, W. G. Armstrong, H. T. J. Bolitho, J. Brown, T. E. Bennett, J. E. Coombes, W. Elliott, L. K. Fallis, G. A. Fraser, L. E. Fierhellor, G. C. Graham, A. E. Galbraith, G. N. Hazen, C. Horton, A. Irwin, G. W. Kaiser, J. C. Mannell, G. Marshall, J. H. McBain, A. McVicar, H. Polk, T. L. Pardo, E. J. Rowlands, J. Rogers, E. Richardson, A. Sinclair, A. M. Sweeton, T. W. Shine, J. A. Snell, S. Y. Taylor, W. H. Tufford, A. S. Tilley, W. J. Whittington, R. Watkin, A. Watson, T. A. Wilson, Geo. Wilson, Eli Wilson, E. J. Melbourne, A. N. Zimmerman.

Mrs. S. Allen, Misses J. Anderson, M. L. Agar, M. Best, S. E. Barrington, W. Bee, G. M. Burnett, V. Braithwaite, M. Braithwaite, S. E. Bowman, A. Barr, H. T. Boyd, M. Bell, L. E. Cuddy, M. Cron, J. Carter, J. Coleman, D. Crawford, A. Cole, L. Cloney, E. H. Cluness, A. Chapman, H. Dunn, B. E. Davis, M. Douglas, M. A. Davies, G. M. Elder, C. Eakin, A. H. Ellis, J. Foster, M. M. Ferrier, J. Forsyth, H. Flett, C. M. Fairbank, M. E. Fyfe, M. Fenton, J. Forbes, M. S. Fletcher, M. Y. Gowans, E. Goodson, V. A. Gregory, M. O. Green, M. Hay, M. L. F. Hart, M. E. Hambley, A. Henry, E. J. Head, J. Hepburne, E. Jonsson, M. M. Kilgour, E. Keown, M. H. Keebler, H. Lindsay, J. McLeod, M. L. D. McMillan, S. McNeerney, A. V. Mills, L. Moore, E. A. Norris, A. J. Neild, M. Oliphant, A. Pook, M. Porter, M. A. Rutherford, M. Raines, A. Rose, A. L. Reazin, M. Ross, R. Reid, C. M. Smiley, L. Sanderson, J. Sutherland, A. Smith, A. Staple, E. Sparling, M. Stevenson, A. Sutherland, A. F. Skene, L. Tector, E. Troup, M. Tracey, P. Wilson, M. Whitesides, A. J. Whittington.

Certificates raised from Second B to A.—The following students having made 70 per cent. of the aggregate marks, and 70 per cent. of the marks assigned for teaching, have had their certificates raised from Second B to Second A:—Messrs. George H. Allen, George Anderson, Wm. G. Armstrong, Wm. Elliott, George A. Fraser, James H. McBain, Ernest J. Rowlands, Stephen J. Taylor, Wm. H. Tufford, Sidney Albert Tilley, Alexander Watson, Albert N. Zimmerman. Misses Jessie Anderson, Grace Murray Burnett, Victoria Braithwaite, Laura Coleman, Elizabeth H. Cluness, Grace Elder, Annie H. Ellis, Jennie Foster, Clara Maude Fairbank, Margaret Ellen Hambley, Minnie Raines, Isabel Sutherland, Mary Stephenson, Elizabeth Troup.

Special Mention.—The following, holding first-class certificates or Second A's, are deserving of special mention for general excellence:—Messrs. Arthur Sinclair, Joseph Snell, J. J. Bolitho, J. E. Bennett, George N. Hazen, G. W. Kaiser, T. W. Shine. Misses Maggie Braithwaite, Agnes Barr, Louise Cloney, Margaret Y. Gowans, Ellen Lindsay, Annie Rose, Ella Sparling, Christina Smiley. Prince of Wales Gold Medalist—Arthur Sinclair.

To read the English language well, to write with dispatch a neat legible hand, and be master of the first rules of arithmetic, so as to dispose of at once, with accuracy, every question of figures which comes up in practice—I call a good education. And if you add the ability to write pure grammatical English, I regard it as an excellent education. These are tools. You can do much with them, but you are helpless without them. They are the foundation; and unless you begin with these, all your flashy attainments, a little geology and all other ologies and ophies, are ostentatious rubbish.—*Edward Everett*.

Literary Chit-Chat.

Gen. Beaugard will give a history of the Shiloh Campaign in the January number of the *North American Review*.

Canon Farrar has an article on the Church in America in the January number of the *North American Review*.

The Marquis of Lorne, Col. Ingersoll, Millionaires Astor and Carnegie, an Irish Member of Parliament elect, John Boyle O'Reilly, Cassius M. Clay, Sir John Macdonald, and Frank B. Sanborn have articles in the January number of the *North American Review*.

General Grant in his memoirs frequently shows a keen sense of humor. In fact, he seems, throughout the work, inclined to show the reader he was not the grim, matter-of-fact soldier that the world believed him to have been.—*The Current*.

The *Chicago Current* which won for itself a good reputation under the old management bids fair to do still better under the new. Its publishers say, and their journal thus far approves the claim, that the *Current* will be a live journal, interesting itself in all the current topics of the day, literary, artistic, political, and social, and interesting in their discussion some of the ablest people in America. All sides of a discussion will be heard, though *The Current* will strictly preserve its neutrality.

For Friday Afternoon.

SAYS HE.

JAMES WHITCOMB RILEY.

"Whatever the weather may be," says he—
 "Whatever the weather may be,
 It's the song ye sing and the smile ye wear
 That's makin' the sun shine everywhere—
 And the world of gloom is a world of glee,
 Wid the birds in the bush and the bud in the tree;
 Whatever the weather may be," says he—
 "Whatever the weather may be.

"Whatever the weather may be," says he—
 "Whatever the weather may be,
 Ye may bring the Spring, wid its green an' gold,
 An' the grass in the grove where the snow lies cold,
 An' ye'll warm your back, wid a smilin' face,
 As ye sit at your heart like an old fireplace,
 Whatever the weather may be," says he—
 "Whatever the weather may be."

SMILE WHENEVER YOU CAN.

When things don't go to suit you,
 And the world seems upside down,
 Don't waste your time in fretting,
 But drive away that frown;
 Since life is oft perplexing,
 'Tis much the wiser plan
 To bear all trials bravely,
 And smile whene'er you can.

Why should you dread to-morrow,
 And thus despoil to-day?
 For when you borrow trouble,
 You always have to pay.
 It is a good old maxim,
 Which should be often preached—
 Don't cross the bridge before you
 Until the bridge is reached.

—Selected.

Literary Reviews.

RECEPTION DAY—No. 4. E. L. Kellogg & Co., 25 Clinton Place, New York.

With such a series as that before us there can be no lack of desirable material for Friday afternoon exercises. "Reception Day" is a handy little volume of 166 pages and contains short dialogues, recitations, and declamations, many of which have appeared in the pages of the *N.Y. School Journal*. The substance of them is pure and edifying and the dialogues, especially, are extremely well compiled. We can heartily recommend this useful series to the notice of teachers of public schools. The price is 25 cents.

TATE'S PHILOSOPHY OF EDUCATION—With introduction by Edward E. Sheib, M.A., Ph.D. E. L. Kellogg & Co., 25 Clinton Place, New York.

The author of this book wrote the preface to it in 1857, and although the work is therefore nearly thirty years before the teaching profession there are few who can peruse it now without adding considerable to their professional knowledge. Unless a teacher be a mere machine—an automaton—he cannot fail to increase materially, in his own school, his stock of experience every day; and if he be sufficiently observant he will discover for himself a philosophy in education which will be of incalculable benefit to him ultimately in his work. He may not be able to elaborate his ideas in the masterly manner that Mr. Tate has done, but his practical pedagogy will attest his comprehension of the *science* of teaching while his success in imparting instruction will evidence his grasp of the *art*. It is impossible to do justice to this work before us in a short notice—the book must be read to be appreciated. The wisdom gathered from a long experience in actual teaching is here condensed and classified. Details are traced up to first principles, effects to causes, causes to facts; progression from the Known to the Unknown, from Simple to Complex, from the Concrete to the Abstract, is here exemplified; in short, the fundamental principles of practical and successful pedagogy are carefully laid down in plain, effective and instructive language. Teachers who do not read this book may do well working on their own plans, but those who study "The Philosophy of Education" will fit themselves for higher positions and a grander field.

SHAKESPEARE'S TRAGEDY OF HAMLET.—Edited, with Notes, by Homer B. Sprague, A.M., Ph.D. S. R. Winchell & Co., Chicago. Price 45 cents.

This is essentially a student's edition, yet to the general reader there is much that is useful. The notes are clear, concise and pointed; show considerable research; are arranged on the principle of stimulating rather than superseding thought, and give the opinions of some of the best critics on almost all disputed interpretations. As an exposition of the text they are ample without being exhaustive, and the hints given on derivation, etymology and philology are invaluable to the student. An Appendix on "How to Study English Literature," "Examination Papers," and "Some Topics for Essays," is a portion that must be appreciated for its practical utility.

THE YOUTH'S COMPANION was the delight of our childhood, and has been for years the weekly treasure of our children. It is the best child's paper we have ever seen. We say this advisedly, after having tried the various high-priced magazines for children. The variety, beauty, and entertainment of the articles that appear in the *Youth's Companion* excite our constant wonder and delight. In our home the day of its arrival is known as "Youth's Companion day," and the only bad effect we have ever known to arise from its coming is that all the children, and the older folks too, for that matter, want it at the same time. The publishers are out with a new announcement showing increased attractions for the new year.

SCENES FROM EURIPIDES—*Backus*. By A. Sidgwick, M.A. Rivingtons, Waterloo Place, London, Eng.

This is a work which shows that, amid the progressive views and methods which mark the nineteenth century in all other branches, publications even on the dead languages are not being allowed to drop behind the times. Mr. Sidgwick is well known to classical students. In this particular effort he has succeeded in presenting one of the most charming plays of Euripides in an entirely modern and especially attractive form. The introductory remarks and explanatory notes are in themselves of great value to the student; but the special excellence of this little work seems to lie in the new life and interest given to the play by division into separate scenes and the insertion of stage directions similar to those found in any modern drama. Were it possible to forget the beauties of the Greek (beauties which need be sought for in no other language) and think only of the arrangement, one would fancy himself to be reading a play of Shakespeare. We recommend this edition not only to those who are reading, with the horrors of an examination hanging over them, but to those who are happy in having passed through that fiery furnace and carried with them from college a chastened love and enduring admiration for the many beauties to be found in the literature of ancient Greece.