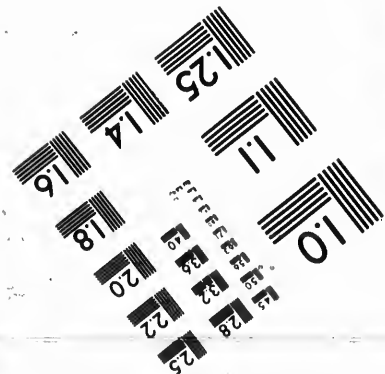
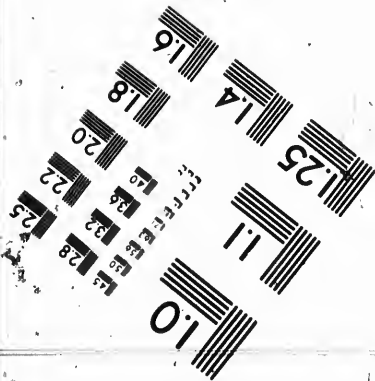
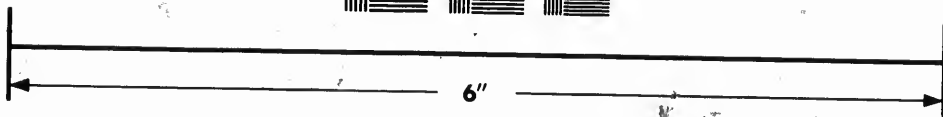
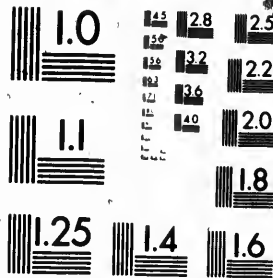


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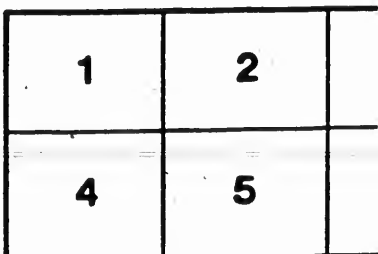
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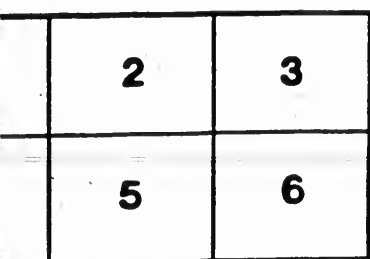
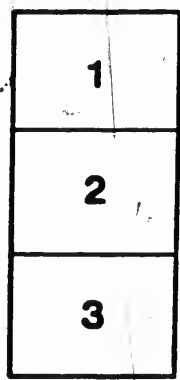
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TO AID PUPILS WHO ARE PREPARING

FOR

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*High Schools.*

BY

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INSPECTOR OF PUBLIC SCHOOLS, HAMILTON.

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## PREFACE.

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These Notes are on the lessons selected from the 4th Book for Special Examination of Candidates for admission to the High Schools and Collegiate Institutes in Ontario.

Under each lesson the notes are in alphabetical order.

The pronunciation of proper names is given; to this are added the definitions of words not in common use.

For preparatory purposes the teacher should go over the lesson with the class, and afford such explanations of the words and terms occurring, as will enable the pupil to read *intelligently* and *intelligibly*; the former for his or her own sake, the latter for the sake of others. When the instruction given by the teacher is correct and full, the ideas in the mind of the learner will be distinct and accurate, and the enunciation natural and easy. Places referred to should always be pointed out on the Map.

On no account should the pronunciation of a word be wrong when first heard. First impressions are

PREFACE.

lasting. It is easier to learn *five new* things than to unlearn *one old*. This applies specially to the pronunciation of Proper Nouns.

The admirable rule laid down by Lord Sydenham should always be our guide :—

“ Be sure you are right and then go ahead.”

The questions hitherto published in connection with this subject are added ; they afford to teacher and pupil some idea of the style and difficulty of the examination for which they are preparing.

Hamilton, March, 1876.

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The favor with which the first edition of the LITERARY NOTES was received is most gratifying. Three thousand copies were sold in ten days.

The second edition affords an opportunity for the correction of some errors, whose presence in the former may be explained but not excused by the haste with which my publishers thought it necessary the book should appear. They were very anxious the assistance it affords should be supplied at the earliest moment possible. No expense has been spared on their part to render it *really acceptable* to those for whose benefit it has been prepared. By additions which need no commendation, a few of the notes have been enlarged; but by far the greatest improvement in this edition is the Appendix. It consists almost exclusively of Grammatical Notes, which we intended should embrace every difficulty of any moment in these six-



PREFACE.

*teen lessons.* It is not supposed, however, that every person will acquiesce in the views presented ; but the hope is strongly entertained that such assistance has been afforded as will be of real service to those preparing to pass the Entrance Examination. Suggestions that will make the little book more acceptable by improving it, will be thankfully received from any source, but especially from teachers. |

Thanks are due to Prof. Young for permission to reprint Valuable Suggestions from his Report on High Schools in 1867 ; and to J. M. Buchan, M.A., for the Entrance Examination Questions hereunto appended.

Hamilton. April, 1878

Page  
4th  
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23  
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## CONTENTS.

Page in 4th Book.		PAGES.
1	Norwegian Colonies in Greenland .....	7 and 68
30	Founding of the North American Colonies .....	11 " 70
34	Voyage of the Golden Hind .....	14 " 71
46	Discovery of America .....	17 " 73
88	Death of Montcalm .....	19 " 74
93	Jacques Cartier at Hochelaga .....	22 " 75
139	Cortéz in Mexico .....	25
144	The Buccaneers .....	22 " 76
151	Earthquake at Caraccas .....	31 " 77
161	Conquest of Peru .....	36 " 78
183	" " Wales .....	59 " 79
204	Hermann, the Deliverer of Germany .....	45
228	Burning of Moscow .....	48 " 80
235	Battle of Thermopylæ .....	52
237	Destruction of Pompei .....	54
244	Taking of Gibraltar .....	60 " 82

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## NORWEGIAN COLONIES IN GREEN- LAND.

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FOURTH BOOK OF READING LESSONS.—PAGE 1.

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**Black Death**, called in English history *Black plague*, and thus referred to by Collier:—"But the strife was now (1347) hushed before the breath of the Destroying Angel; for a terrible sickness, called the Black Plague, which had swept over Asia and the south of Europe, broke out in France and England. The London churchyards were soon filled; throughout the country the dead cattle lay rotting and poisoning the air; labor and trade stood still; the lower classes fell by hundreds in the day; the rich shut themselves in their solitary castles; wailing and desolation filled every city. Many evils followed the pestilence; nearly all the artizans and laborers had perished, for plague is always heaviest on the poor; those who had escaped, left the country. The crops were often allowed to moulder away for want of money to pay the exorbitant wages of the harvestmen, and the price of our rose four-fold. A common feeling ascribed this disaster to the long toe-points and curled beards of the men, and to the masculine dress assumed by the belles of the day; and laws to curb extravagance in

dress were enacted. A set of enthusiasts called Flagellants, came from Hungary and passed through the country, lashing themselves till the blood ran down their shoulders, that the plague might be stayed. There can be no doubt that the plagues which from time to time visited England were rendered more virulent and lasting by the want of cleanliness in the houses, the streets, and the persons of the people. Good ventilation, proper sewerage, wholesome food, and the abundant use of water, have banished from our shores the terrible plague, which still lurks in some close and filthy cities of the east, and have much lessened the violence of those epidemic diseases which still smite the nation."

**Er'-ic.**—A proper name.

**Esquiman.**—(es'-ke-mo) plural,

**Esquimaux** (es'-ke-mōs), the inhabitants of Greenland and the Arctic portion of America. The word means eaters of raw flesh; formerly they inhabited Labrador.

**Greenland.**—\*(Green'-land), so called by Eric Rāuda.

**Garde** (gar'-da), a place in Greenland.

**Iceland** (iss'-land), called Island (ess'-land) by the natives. length about 300 miles, breadth 200 miles, area 40,000 square miles, population 70,000, capital Reykiavik, (re-ke-a-vik), population 1,400.

**Leif** (le-if or life), Rauda's son.

**Norwegian.**—(Nor-we'-gi-an), an inhabitant of Norway.

**Olaus Tryggesson.**—(O-ls'-us Trig'-ge-son), a King of Norway.

**Osterbygd.**—(Os'-ter-bygdt, or bygd, *German* best), Ostrogoth east, and Bygdt, country; it reminds us of Ostrogoth eastern Gotha.

Rauda (ro'-da or row'-da), supposed to be the first discoverer of Greenland.

Snoefellness.—(Sno'-fellz-ness), a place in Iceland.

Skröellings.—(Skröl'-lings screamers or wretches), also called Skralinger (Skra'-lin-ger), another name for Esquimaux.

**William Scoresby** (Skors'-be), an arctic navigator and clergyman, was born at Cropton, Yorkshire, 1790, and died in 1857, at Torquay (tor'-ke), a favorite watering-place in Devonshire. His father, also called William, was brought up as a farmer at the same place; when about 30 years-old he adopted a seafaring life, became a successful whaling master, and held command in thirty voyages. When our author was ten years of age he ran away in one of his father's ships, and in his 16th year attained the rank of chief mate; as second officer of the ship *Resolution*, under his father, in 1806, he reached the highest point of northern latitude till that date visited by man,  $81^{\circ} 30'$ , within 540 miles of the pole. Captain Parry, in 1827, went 80 miles farther and planted the British flag in latitude  $82^{\circ} 45'$ . On his return, he devoted some years to study at the University of Edinburgh, and in 1810 became Captain of the *Resolution*.

The series of explorations in the north which have distinguished our century may be said to have originated in the same regions. In the same regions he was the first to make scientific exploration on atmospheric electricity. In the ship *Baffin*, the year 1822 found him

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exploring the east coast of Greenland; on his return home he passed some more time in study; in 1834, at Cambridge, he took the degree of (Baccalaureus, Divinitatis, B.D.) Bachelor of Divinity, and subsequently received the degree of (Divinitatis Doctor,) D.D.) Doctor of Divinity. He served as Chaplain to the Mariners' Church in Liverpool, and afterward as vicar of Bradford, in his native county. Failing health obliged him to retire to Torquay, but still he pursued his scientific and philanthropic labors. In 1847 he visited the United States, and shortly before his death made a voyage round the world. He was a member of the Royal Society. His principal works are: "An Account of the Arctic Regions"; "Journal of Voyage to the Northern Whale Fishery"; "Discourses to Seamen"; "Magnetical Observations"; and "Franklin's Expedition."

**Un'icorn.**—(Lat. unus=one, cornu=a horn), a name applied to the sea unicorn, unicorn whale, or narwhal, written also narwhale, a mammal of the whale kind, found in northern seas, which sometimes grows to the length of twenty feet.

**Westerbygd.**—(Wes-tre west and Bydgt country), the west coast.



## FOUNDING OF THE NORTH AMERICAN COLONIES.

PAGE 30.

- Acadia.**—(A-ka'-de-a), the name by which Nova Scotia was known to the French. The word is supposed to be derived from the Indian, La-quod'-dic, the name of a fish found there. Area, 21,700 square miles; population, 337,800. Capital, Halifax, population 30,000.
- Anticosti.**—(An-ti-cos'-tē), a large island in the Gulf of St. Lawrence—area 2,000 square miles, mountainous and wooded.
- Cape Breton.**—(Cape Brit'-un), an island north-east of Nova Scotia, separated by a strait one mile wide, and distant from Newfoundland, 48 miles.
- Chelsea.**—(Chel'-see), a suburb of London, on the north bank of the Thames, south-west of the city; Chelsea Hospital, founded in the reign of Charles II. for pensioner soldiers, and the military school for soldiers' sons are located here.
- Chesapeake.**—(Ches'-a-peak: Ind. great waters), the largest bay in the United States; it is 200 miles long, and situated in the eastern part of Virginia.
- Champlain, Samuel.**—(Shā-m-plān), a French navigator, founded Quebec (1608); the first Governor of New France, as Canada was then called; was born in France, 1567, died in Canada, 1635. This great man, while in Canada, devoted himself wholly to the duties of his position.
- Jacques Cartier.**—(Zhak-kar'-te-a), born at St. Malo (Sent Malo), in the north-west of France, 1500, sent by Francis I., King of France, in 1534, on a voyage of discovery; visited Newfoundland, Bay Chaleur (Sha-loor', hot or warm), Gas-pé (Gaspé an Indian word for Land's end), and returned to France. The following year he made his



second voyage; entered the gulf of our noblest river on the 10th of August, the festival of St. Lawrence, which determined its name. In September he reached Stadacona, an Indian village, now Quebec; later in the season he ascended the river to Hochelaga (Ho-she-lah'-ga), another Indian village; the lofty hill (550 feet) in its vicinity he called Mount Royal,—time has changed the name to Montreal. He returned in the following year to Europe, and shortly after making another voyage, died in France, 1555.

**Massachusetts.**—(Mas-sa-chu'-sets: Ind. about the great hills), the most important of the New England States; settled by the Pilgrim Fathers in 1620. Capital, Boston, population 250,500.

**New World.**—America, discovered by Columbus in 1492.

**Newfoundland.**—Nu'-fund-land), a large island at the mouth of the Gulf of St. Lawrence, and nearer to Britain than any other part of America—the distance to Galway in Ireland being only 1665 miles. Its area is 40,000 square miles; population, 161,455. Capital, St. Johns; population, 22,550. It is a colony belonging to Great Britain, and has not yet joined the Dominion of Canada. It is supposed the island was discovered by the northmen about the year 1000; it was re-discovered by John Cabot (Cab'-ot) in 1497. Settlements by Portuguese, French and English were attempted with little success for some time. By the treaty of Utrecht (u'-trekt), 1713, it was declared to belong to Great Britain, the French reserving a right to fish on certain parts of the coast.

**Pedley, Revd. Charles**, born in Staffordshire, England, 1820; educated at the Independent College, at Rotherham, (Roth'-er-um), in Yorkshire; was pastor at Chelsea-street, 1848; took charge of the Congregational Church, St. Johns, Newfoundland, in 1857, and published a history of that colony from its earliest times to 1860. In 1864 Mr.

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Pelley came to take charge of the Congregational Church at Cold Springs, near Cobourg, in Ontario. The Revd. gentleman died a few years ago.

Quebec.—(Kwe-bek': Ind. take care of the rock), a city founded by Champlain in 1603, so strongly fortified as to be called the Gibraltar (je-braw'l-tar) of America. The cliff on which the upper portion is built rises 533 feet above the water; it is about 550 miles from the ocean, 180 miles from Montreal, and 513 miles from Toronto (an Indian word for place of meeting or trees in the water). Population, 60,000.

Roberval (ro-ber-val'), a French navigator, sailed for New France with Cartier, in 1542, passed one winter in Canada and returned to France, his native country, in 1543. Six years subsequently Roberval accompanied by his brother, made another voyage, but what became of them is unknown; they never returned.

Raleigh (raw'-li), see voyage of the "Golden Hind."

St. Johns.—Capital of Newfoundland, situated in the S. E. part of the island; population, 25,000.

Verazzani (ver-az-zan'-e, John), was a Florentine navigator in the service of France. In 1524 he took possession of the coast from Nova Scotia to Carolina, calling it New France. He gave some liquor to the natives at a certain place; they became intoxicated and called it *shan-na-h-tan*, the place of drunkenness—afterwards it was contracted to Man-hat'-an island, now the site of the great city of New York.

Virginia.—(ver-jin'-e-a), so called in honor of Queen Elizabeth.

Basque (bask), three provinces in the N.W. corner of Spain and one in the S.W. of France. The people speak a language which has no analogy with any living tongue, and which in remote ages appears to have been spoken over all the peninsula.

Briton (brit-on), Bretagne (breh-tan'), usually called by English writers Brittany (brit'-ta-ne), and also Little Britain, to distinguish it from Great Britain anciently called Albion a province in the N.W. of France. The name is derived from the Cymric (kim'-rik) word Brythan (brith'-an), plural of Brwth (bruth), which signifies warlike. The word Britain comes from the same root. The Cymry (kim'-ro) settled here before they took possession of Wales.

## VOYAGE OF THE "GOLDEN HIND."

PAGE 34.

America, so-called after Americus Vespucci (Ves-poo't-chee), a distinguished navigator and writer, who has the undeserved honor of calling the new world by his own name. To Columbus alone the honor should appertain.

Battell (bat-tell'), a kind of musical instrument something like a drum.

Elizabeth, Queen, daughter of Henry VIII. and Anne Boleyn; born at Greenwich (grin-ij), in 1533; ascended the throne in 1558, and died in 1603. She was the last of the Tudor line.

Gilbert, Sir Humphrey, half-brother of Sir Walter Raleigh, an English navigator, born at Dartmouth in 1539; educated at Eton and Oxford; flourished during the reign of Elizabeth; knighted in 1570—established an English colony in Newfoundland in 1583; ventured to return home in a vessel of only ten tons' burden, and was lost with all on board. He has been called the father of "Western Civilization." In 1576, he published "A Discourse of a Discovery for a new passage to Cathay, a name for China, introduced into Europe by the celebrated traveller Marco Polo, to prove the possibility of a North West passage."

Golden Hind.—A vessel of 500 tons burden was the one in which Sir Francis Drake sailed around the world: it took two years and ten months to accomplish the trip, which was completed in 1580.

Haut-boys, also written haut-boys, pronounced ho-boys, same as the Italian o'-boe, a musical instrument resembling the clarinet.

Hayes wrote the account of "The Voyage of the Golden Hind."

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**James the I.** of England and VI. of Scotland, son of the unfortunate Mary Queen of Scots, born at Edinburgh, 1566 ; crowned, 1567 ; ascended the throne of England in 1603 ; died in 1625. In his reign the authorized translation of the Bible into English was accomplished, and in 1612 two persons were burned at Smithfield for their religious opinions, the last of these disgraceful executions in Great Britain.

**Monday**, moon's-day, called after the moon, by our Anglo-Saxon forefathers. The origin of the names by which the days of the week are known, may be seen in the Spelling Book.

"Like the swan," etc. (et ce'te-ra, and the rest), this notion about the swan is entirely erroneous. We are now perfectly satisfied these birds never sing. To Coleridge is attributed the following lines :—

Swans sing before they die ;  
'Twere no bad thing,  
Did certain persons die  
Before they sing.

**Raleigh, Sir Walter**, born in 1552, beheaded in 1618 ; an extraordinary man, of great ability, scholarly attainments, and lofty genius ; educated at Oxford and the Temple, served with distinction as a volunteer in France, and afterwards in the Netherlands. In 1585 he sent out an expedition that discovered Virginia ; took an active part in the defeat of the Invincible Armada, 1588. In 1595 he led an expedition against Central and South America, hoping to discover Eldora'do—The Golden Land—the existence of which was firmly believed in that age, but not realized till the gold fields of California and Australia astonished the world ; took part with Lord Cecil—prime minister of Elizabeth—against the Earl of Essex. Cecil afterwards determined to put down Raleigh, and though James at

first treated him with favor, in 1603 he was imprisoned, tried and convicted of being a traitor in the pay of Spain—a very unjust and unfounded accusation. James was not ashamed to keep him a prisoner in the Tower, for thirteen long years, during which he wrote the "History of the World," John Bunyan, when similarly situated for twelve years, wrote "The Pilgrim's Progress." In 1615 the King allowed him to lead an expedition to Guiana (ghe-a'-na), it proved disastrous, and on his return he was put to death under the sentence passed on him fifteen years previously. His writings in prose are vigorous and eloquent; some of his poems though short in length, are great in beauty. He excelled in the mechanical arts, was a daring navigator, and unwearied in his efforts to extend the commerce, as well as to create the colonial power, of England.

**St. Johns.**—See note under Founding of the North American Colonies.

**September.**—(Latin, *septem*, seven), the ninth month of our year, the seventh with the early Romans, whose year began in March, as the legal year did in England, till changed by Act of Parliament in 1752; and to correct the error in the days, the third of September was at the same time changed to the fourteenth.

**Squirrel and Delight.**—Vessels engaged with the Golden Hind in the voyage under consideration.

## DISCOVERY OF AMERICA.

PAGE 46.

**August**, so called after Augustus, who was Roman Emperor when our Savior was born. The old Roman name was Sextilis, the *sixth* month from March—the month in which the primitive Romans, as well as the Israelites, began the year. The name was changed in honor of the emperor, on account of his victories, and his entering on his first consulate in that month.

**Bauble**, any thing gay and showy, without real merit.

**Crucifix**, a cross having upon it a figure of Christ crucified.

**Castile & Leon** (kas-teel' and (le'on), formerly kingdoms, now provinces of Spain.

**Christopher Columbus**, born in Gen'oa, 1441, devoted himself to the study of geography, and, after cruel delays and bitter disappointments, in 1492 became the greatest discoverer of all times. It was in endeavoring to trace the "Zipangri" (Japan) of Mar'co Po'lo that Columbus discovered the New World. He died in Spain, 1506, and his remains were afterwards taken across the ocean and deposited in the Cathedral of Santo Domingo, whence they were finally conveyed with great pomp in 1796 to the Cathedral of Havana.

**Friday**, so called after Friga, wife of Thor, both Anglo-Saxon deities. See note under *Voyage of the Golden Hind*.

**Rev. William Robertson, D.D.**, a celebrated historian and divine, was born in 1721, at Borthwick, Edinburghshire, where his father was parish minister, and died near Edinburgh, 1793. He was early licensed to preach, promotion following promotion, till, in 1764, he was appointed minister of Grayfriar's church, Edinburgh, Principal of the University of the same city, and Historiographer Royal of Scotland; the last a government appointment to which

was attached £200 per annum. He displayed great ability as an orator and debater in church courts; his character was exemplary, and his literary reputation of a very high order. He became the leader of the party in the church of Scotland in favor of lay patronage; defended Home, who was persecuted for writing the tragedy of "Douglas." Hume, who wrote the "History of England," and Gibbon, author of the "Decline and Fall of the Roman Empire," were his contemporaries. In diction and liberal sentiment his histories vie with the works of these celebrated men, while he is supposed by many to surpass them in impartiality. In 1745 he volunteered to serve against Prince Charlie, was afterwards chaplain to the garrison at Stirling, and refused to take orders in the Episcopal church in order to be made a bishop, though this proposition came from the Government. One hundred years ago (1778) he was at the height of his fame and popularity. His history of Charles V. was published in 1769, and the one from which our lesson is an extract, in 1777; of his numerous sermons but one single specimen has been printed. Dr. Adam Smith the greatest man in our estimation Scotland has ever produced, and Dr. Hugh Blair, flourished in his time; with these men he made an unsuccessful attempt, in 1765, to establish an Edinburgh Review; thirty-seven years afterward, in other hands and under better auspices, the attempt was most successful.

*Sa'nta Maria, Pin'ta and Nig-na* (nin'ya), the three vessels with which Columbus started for America.

*Spanlard* (Span'yard), a native of Spain.

*Te Deum*, Latin words for "Thee God," a celebrated hymn, so called from the first words "Te Deum laudamus," we praise thee, O God; hence, a religious service in which the singing of the hymn, "Te Deum laudamus," forms a principal part.

## DEATH OF MONTCALM.

PAGE 88.

- Abercrombie** (ab-er-krum'-bī), James, not Sir Ralph, a Major-General in the British army in America.
- Bohemia** (bo-hee'-me-a), the kingdom of, situated in the N. W. of the Austrian Empire; capital, Prague.
- Beauport** (bo-port), a place near Quebec, on the same side of the St. Lawrence, between the Rivers St. Charles and Montmorenci.
- Bishop**.—A certain rank of clergyman in some churches; in the Episcopal church, the highest of the three orders of the Christian Ministry—these orders are, deacon, priest, bishop.
- Confes'sor**.—A priest who hears the confessions of others.
- Highlanders**.—Natives of the north-western portion of Scotland, called the Highlands. They are of Keltic (kel-tic) origin. The broad sword or claymore is not now a part of the soldiers' arms.
- Hawkins**.—See note under Picture of Quebec, in this lesson.
- Italy**.—One of the countries of Southern Europe, in shape like a boot, area 114,800 square miles, population 26,800,000; capital, Rome, population 250,000, celebrated for many wonderful buildings, most notably St. Peter's church, which cost about \$80,000,000—the finest ecclesiastical structure in the world.
- Lieutenant du Roi** (lu-t-nāng du rwa), a military officer of high command.
- Martello Tower** (mar-tel'-lo tow-er), a building of masonry, generally circular, with a cannon on the summit mounted so that it can be fired in any direction.
- Montmorenci** (mont-mo-ren'-se), a river that joins the St. Lawrence six miles N. E. of Quebec, after forming a cataract 250 feet high.



- Montcalm**, Louis Joseph, Marquis dĕ (mont-kam' lcc'e jo-zef' mar-ki de), a French soldier, born near Nîmes (neem), 1712, died in Quebec, 14th Sept., 1759. Shortly after his death Quebec surrendered, and all Canada became British territory. "It may be doubted whether France ever had a better soldier, and she certainly never sent to her American possessions a commander at all comparable to him in soldierly qualifications."
- Oswego** (os-we'go), a city and port of entry on the S. E. coast of Lake Ontario, in New York State, population 17,000.
- Plains of Abraham**.—The place where Wolfe gained the victory over Montcalm; it is west of Quebec, on the high table-land on which the citadel is built, and called, it is said, after the person who owned the land.
- Picture of Quebec**.—The book from which this lesson is taken, written by Alfred Hawkins, Esq., a native of England, and for some years Master of the Port of Quebec; died at that city in 1854; wrote *Picture of Quebec*, *Death of Wolfe*, and other works.
- Ramesay, M. de** (ram-za'), Commander of the garrison.
- Roussillon** (roos-sil-yo'n), Commandant of the city.
- Rouge Cape** (roozh), means red cape, a point near Quebec, on the west.
- St. Charles**, a river that enters the St. Lawrence just east of Quebec.
- Ticonderoga** (ti-con-der-o'-ga), south of Lake Champlain.
- Ursuline Convent** (ur-su-li-n), an educational establishment in Quebec, founded in 1639 by Madame de la Pelterie (Ma'-dam de la Pel'-ter-a), for the education of Indian girls.
- Vaudreuil, Marquis de** (voh-drah'-yee mar-ke dă), the last French governor of Canada.
- William Henry, Fort**, a place of some strength at the head

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of Lake George, in the State of New York, south of Lake Champlain; also the legal and proper name of Sorel, so called in honor of his late Majesty, William IV.

**Wolfe**, General James, born in Kent, England, 1726. His father was a general, and James entered the army at an early age, distinguished himself at the battles of Dettingen (det'-ting-en.) Fontenoy (fon-tch-nwa'), was also engaged at Falkirk and Culloden. In 1758 he was sent by William Pitt—the great commoner, afterwards Earl of Chatham—to conquer the part of America called Canada, (from an Indian word that means a collection of huts or village), then in possession of the French. Pierced by three bullets, he fell mortally wounded on the 13th Sept., 1759, at the moment of victory, on the plains of Abraham, whither he had led his troops during the preceding night. That battle decided the ascendancy of the Anglo-Saxon race and language over their gallant competitors, the French, in the New World. "Wolfe was as exemplary in private life, as he was eminent in the discharge of public duty, and his name is one of the purest as well as the brightest in the long list of England's military heroes." A monument, of no great height, marked the spot where he fell; on it were the words, "Here died Wolfe victorious." In 1849 this was replaced by the present one, which is larger and handsomer. Wolfe's body was taken to England and buried in Greenwich; and a monument erected to his memory in Westminster Abbey. The "Lines on the Death of Wolfe," following this lesson, should be carefully committed to memory.

Within the citadel at Quebec, for which they fought and died, one monument, put up in 1827, perpetuates the memory of these two great and good men—Wolfe and Montcalm.

It is interesting and instructive to bear in mind that two years previously, 23rd June, 1757, Colonel (kur'-nel),

afterward Lord Clive, with 3000 men, one-third of whom were Europeans, defeated Surajah Dowlah (a corruption of Sir Roger Douglas), with an army of 60,000 strong, of which one-fourth were cavalry. This famous battle was fought at Plassey, a place 80 miles north of Calcutta. By this great victory the whole of Bengal (ben-gawl'), became subject to the East India Company; the atrocities of the Black hole—the fitting precursor of the infamous massacre at Cawnpore (cawn-pore') though preceding it by a century were avenged; and the foundation of British power in the East laid upon a rock. Queen Victoria is now, at the request of her Oriental subjects, Empress of India. The triumphs of Wolfe in the western world occurred nearly at the same time. It was an era of conquest. History does not record a parallel case when two such empires were added, by any power, to its domain, within a space of little more than two years.

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### JACQUES CARTIER AT HOCHELAGA.

PAGE 93.

**Gospel of St. John.**—The story of our Saviour's life, actions and death, as related by St. John the Evangelist.

**Hawkins.**—See Picture of Quebec.

**Hermerillon**—*hai mer-e-yo*(<sup>n</sup>).

**Indian Tribes.**—Algonquins (*al-gong-kang*). This numerous people held extensive hunting grounds on the north side of the St. Lawrence, extending westward about 300 miles from Three Rivers. They had for some time been regarded as the masters of this part of America, were considered the mildest and most polished among the red men, lived by the chase, and despised any of their neighbors who bestowed any care on the cultivation of the soil.

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Iroquois, The, (ir-o-kwa'), who finally acted the most conspic-  
 uous part among the native tribes on this part of the  
 continent, enjoyed the long range of territory south of the  
 St. Lawrence, from Lake Champlain to the eastern  
 portion of Lake Erie.

Though not included within Canadian limits, yet so  
 intimately connected were they with our interests that  
 space is afforded for this brief notice.

They were divided into five sections, each of which  
 acted as an independent nation, but the closest alliance  
 existed; they have never been known to wage war  
 against each other, nor did they ever fail to unite against  
 a common enemy. The following tribes constituted the  
 five nations, as they were generally called: Mohawks (mo'-  
 hawks, man eaters), Oneidas (o-ni'-das), Onondagas (on-un-  
 da'-gas), Cayugas (ka-yoo'-gas), and Senecas (sen'-e-cas).  
 In 1712 the Tuscaro'ras, a southern tribe, was admitted into  
 this confederacy, and after this they were called the six  
 nations. After the Revolutionary War (1775 to 1783),  
 these tribes, who had closely and loyally adhered to  
 British interests during the struggle, removed into Canada  
 and settled at Brantford (so-called after Brant, the cele-  
 brated Mohawk Chief) at Tyendinaga, (Ti-en-din-a'-ga,  
 so-called after Brant's Indian name), on the Bay of Quinte  
 (quin-té), and also on the river Thames, west of London.

Huron Tribe—A tribe of Indians, 1000 of whom  
 welcomed Cartier on his arrival at Hochelaga, the Indian  
 name for the village at the foot of Mount Royal, at the  
 time of Cartier's visit. This numerous and powerful tribe  
 occupied a part of what now constitutes the Province of  
 Quebec, and the whole of Ontario. They were more in-  
 dustrious than their neighbors, enjoyed abundant sub-  
 sistence from their fine territory, but, for Indians, were  
 effeminate, voluptuous, less independent, and had chiefs

hereditary in the female line, to whom, with all credit be it said, they paid considerable deference. Desolating wars decimated their numbers, till at length only a small remnant survived. Their descendants now eke out a miserable existence at several places near Quebec city.

**Jacques Cartier.**—See founding of North-American Colonies. Indians, (Ind'yans or in'de-aps), the aboriginal inhabitants of America:—so-called originally from the idea, on the part of Columbus and the early navigators, of the identity of the new world with India.

**Indian Corn**, or Maize, a plant and its fruit of the genus *zea* (*zea-mays*), of which several kinds are cultivated; as the yellow corn, which grows chiefly in the Northern States and Canada, and the grain of which is yellow when ripe; white or Southern corn, which grows to a great height and has white oblong seeds; *sweet corn*, grows chiefly at the north, and has seeds that wrinkle when ripe and dry; *pop-corn*, which is a small variety, having small seeds.

**Lake St. Peter.**—An enlargement of the river St. Lawrence, twenty miles long and twenty wide, some distance below Montreal.

**Montreal**, (mon-tre-awl'), a corruption of the words Mount Royal, the name given by Cartier to the hill which rose to the height of 550 feet, near the village of Hochelaga. This flourishing city is the commercial capital of the Dominion of Canada; it is built on the south side of an island of the same name, at the confluence of the rivers Ottawa (ot'-ta-wa) and St. Lawrence. The island is 30 miles long, and 10 in greatest breadth; the city is about 700 miles from the mouth of the river, 180 south-west of Quebec, 333 miles by rail from Toronto, 335 from New York, latitude 45° 31' north, longitude, 73° 35' west, population about 120,000. The Victoria bridge, two miles long, crosses the river near the city; it was built at an expense of over \$5,000,000

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October, (oc-to'-ber), from the Latin *oc̄to*, eight ; the eighth month of the primitive Roman year, and the tenth month in the Julian year, which consisted of 365 days 6 hours, adopted in the Julian Calendar, and continued in use till superseded by the Gregorian Calendar, so-called because Pope Gregory XIII. reformed the Julian Calendar, ordering October 5th, 1582, to be called the 15th, and that henceforth the year should consist of 365 days, 5 hours, 49 minutes, 12 seconds, which would lead to an error of *one day* only in 3,866 years.

Richelleu, (reesh'-el-yu), a country and river of the Province of Quebec ; the stream was originally called the river of the Iroquois. It is sometimes known by the name of the Sorel river, from the town at its mouth ; it connects Lake Champlain with the St. Lawrence, 80 miles distant from this point.

St. Mary (sent ma're), a rapid part of the river St. Lawrence a little distance below Montréal.

St. Croix (St. Krwa'), a place a little west of Quebec, on the river St. Lawrence.

The name is now lost, &c., not so ; Hochelaga is the name of the place so called when visited by Cartier.

## CORTEZ IN MEXICO.

PAGE 139.

Cortez (kor-tes' er-nan'-do), the conqueror of Mexico, born at Medellin (ma-del-yeen'), Spain, 1485, died near Seville (se-vil'), in great poverty and neglect, 1547. In 1504 he came to America, held various appointments in Santiago (San-te-a-go), of Cuba, and in 1518, commanded the expedition for the conquest of Mexico, consisting of 550 Spaniards, 200 or 300 Indians, a few negroes, 12 or 13 cavalry horses, 10 brass guns and some smaller cannon called falconets. He landed in Mexico early in 1519;

burnt his ships; found the natives far advanced in civilization; defeated his brave opponents; fought his way to the capital of the country, also called Mexico, always taking part with those opposed to Montezuma, and with his army increased to 6000 entered the capital in great pomp; took Montezuma, the Emperor, prisoner in his own palace; quelled revolt after revolt; ruled with a rod of iron; put to death all who opposed him. While absent to fight Narvaez (nar-va'-eth), who had come to supersede him, the part of his army left in the city was driven out and their rear guard cut to pieces. Shortly after this, however, the great victory of Otumba (o-toom'-ba) decided the fate of Mexico, and advancing against the city he took it by storm, after a gallant defence of 77 days, in August, 1521. Honors were conferred by his country; he was appointed governor and captain-general of Mexico, and raised to be a marquis. His great effort was to convert these pagans to Christianity, but his conduct was such as to embitter the natives against him and his religion. Montezuma had been killed in battle, and the new emperor, who was a man of much greater energy, was, with a number of his caciques, executed with great cruelty, by order of Cortez. He returned to Spain, was well received by Charles V., sent back with honors, but with diminished power. In 1536 he surveyed a portion of the gulf that separates California from Mexico; returned again to Europe; accompanied Charles V. on a disastrous expedition to Algiers, but afterwards was utterly neglected, and treated with ingratitude by the emperor. He richly merited this treatment for his wanton cruelty, grasping ambition, and crushing oppression towards the country on which, for all time, he had left his own image and superscription.

Cassell, John, a celebrated London publisher, was born a

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 tions; fought his way to  
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 neglecting ambition, and  
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Manchester, in January, 1817; his parents were poor,  
 his early opportunities very slender, and while still  
 young he adopted the trade of a carpenter. Everything  
 in after life depended on his resolution to educate him-  
 self; determining, if he succeeded, to assist his brother  
 workmen to do the same. That, which at first—over-  
 coming studies after a hard day's work—seemed irksome, became  
 by patience and perseverance pleasant, and placed him  
 afterward far above his brightest day dream. When only  
 sixteen years of age, he threw himself body and soul into  
 the temperance movement; came to London in 1836, "a  
 gaunt (gänt) stripling, poorly clad, plain, straightforward  
 in speech, but broad in provincialism;" entered on a tem-  
 perance tour, in which, thanks to early study, hard work,  
 and a natural gift for speaking, he was very successful;  
 and, aided by friends, he started a Temperance paper.  
 He understood human nature, was strictly honest, and  
 trusted by those acquainted with him. In 1850 the  
 "Working Man's Friend" appeared, which was followed  
 by many other successful adventures in the literary field,  
 and among them the "Family Paper," from which this  
 extract is taken, and which afterward was merged into  
 "Cassell's Magazine." He became a successful publisher.  
 The greatest venture of his firm was publishing the  
 "Family Bible," which appeared in 1859, and required  
 \$500,000 to launch (länch) it properly; nevertheless it  
 paid handsomely. He was the publisher of the "History  
 of Julius Caesar," by the Emperor Napoleon III. In 1865,  
 full of honors amply earned by himself, he died at his  
 residence in Regent's Park. He is described as having a  
 fine, massive, muscular frame, active and temperate  
 habits of life, a cheerful disposition, a well regulated  
 mind, and troops of friends. Gibbon says of Cicero, that  
 his incomparable genius converts into gold everything



it touched. What was figuratively true of the greatest Roman orator was literally so of our author.

After aiding thousands of persons in thousands of ways, he left his wife a shareholder to the extent of \$200,000 in one of the largest publishing houses in the world. More than 500 men were employed at the works; 855,000 sheets were printed off weekly, which required a consumption of 1,310 reams of paper. So much for effort, perseverance, and a sterling character.

**Cassell's Family Paper.**—One of the numerous papers published by this gentleman; it was finally merged into "Cassell's Magazine."

**Caciques.**—(Ka-seeks'), cazique, or ca-zic (Ka-zeeq'), from the language of Hayti (ha'-te), and means a King or Chief among some tribes of Indians (ind'-yans, or in'-di-ans), in America.

**Diego Valasques** (de-a'-go va-las'-kez), a Spanish General, who accompanied Columbus in his second voyage; was engaged in the conquest of St. Domingo (sent-do-ming'-go), and founded the city of Havana (ha-van'-a) of Cu'ba. He sent out the expedition which discovered Yucatan' (yoo-ka-tan'), and Mexico, and despatched Cortez (cor'-tes) to subdue the latter country; died, 1523.

**Grijalva** (gre-hal'-vä), the discoverer of Mexico.

**Mexico**, (mex'-i-co, place of Mexitli, the Aztec god of war), a fine country in the south-western part of North America; very rich in vegetal and mineral productions.

**Montezuma**, (mon-te-zoo'-ma), the last Indian Emperor of Mexico, was reigning when that country was invaded and conquered by Cortez.

In its earlier stages European Colonization was inimical to the Indian races. The British and the Spanish phases of it were the extremes. A careful comparison would show greatly in favor of the former.

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## THE BUCCANEERS.

PAGE 144.

**Atlantic**—(at-la'n-tic), the name is derived from the Atlas Mountains, whose base this ocean washes; extends from the Arctic to Antarctic, (ant-arc'-tic) circle; area about 25,000,000 square miles.

**Buc'caneer**, from bou-ca-ner (bou-ka-ne'), to smoke or broil meat and fish, to hunt wild beasts for their skins. A robber upon the sea—a pirate—a term applied especially to the piratical adventurers, chiefly English and French, who combined to make depredations on the Spaniards in America, in the 17th and 18th centuries.

**Caribbean** (car-ib-be'-an), the body of water north of South America and south of Cuba, Hayti and Porto Rico.

**Chagres**—(cha'-gres), a town and river on the Isthmus of Panama'.

**Darien** (da'-ri-en), the isthmus that connects North and South America.

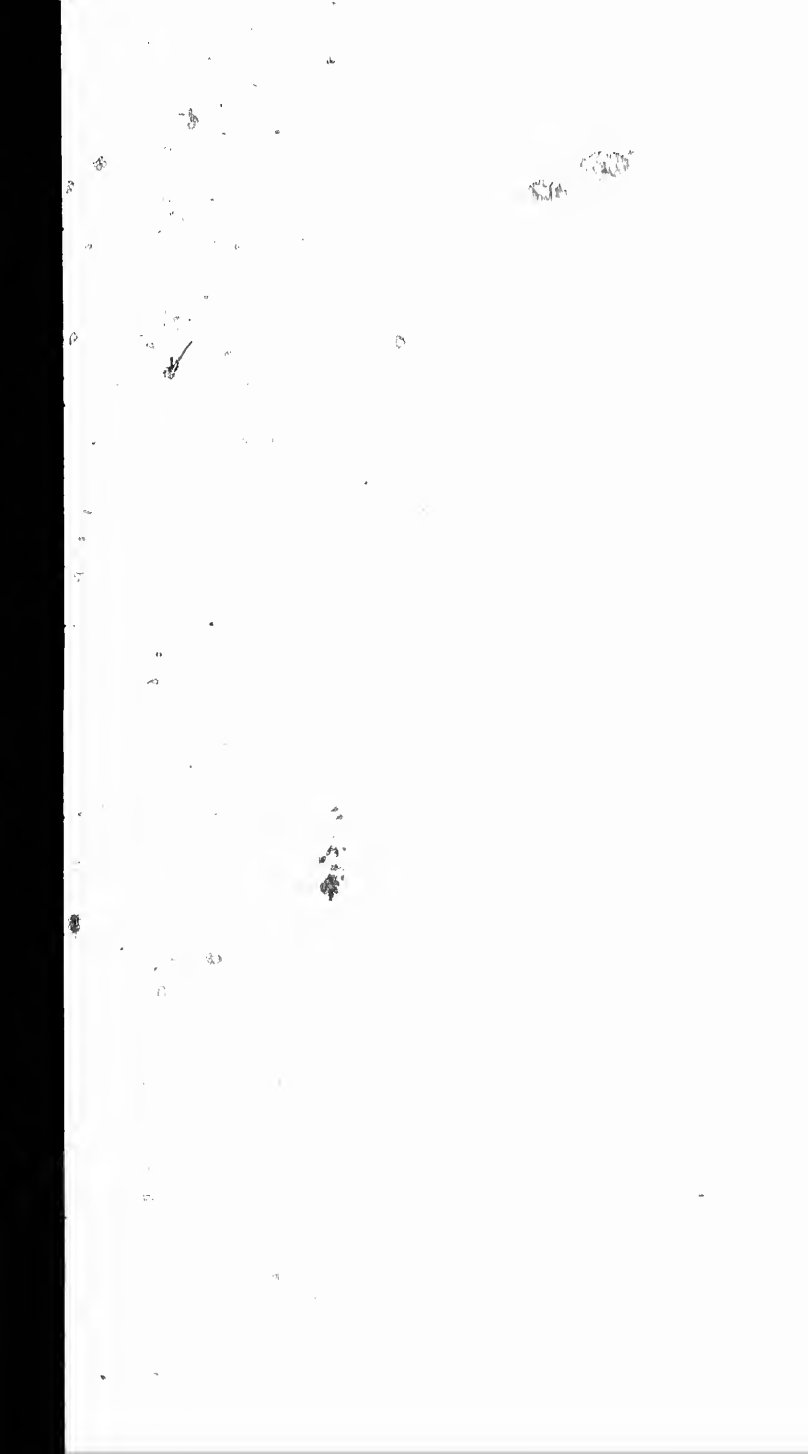
**Galleon**, a large ship with three or four decks, used as a man-of-war, also in commerce, as in the text.

"**Honor among Thieves.**"—Whatever they might do to others—to each other they would prove true, and act with fairness in every transaction among themselves.

**Isthmus** (ist'-mus or is'-mus), a narrow piece of land joining two larger portions.

**Jamaica** (ja-ma'-ka), one of the greater Antilles (an-teel) islands, the third in size of the West India Islands; capital, Kingston, belongs to Great Britain.

**Knighthed**, having the order of Knighthood conferred by his Sovereign, which entitles him to be addressed as Sir; as Sir John, Sir Alexander. This honor is conferred by a blow of the flat of a sword on the back of the candidate kneeling before the monarch who bestow the honor.



**Miguel-de Basco** (me-ghel' dă Bas'co), a celebrated buccaneer.  
**Morgan, Henry**, the most noted of all the buccaneers.  
**Montbars** (mont-bar'), a very celebrated buccaneer of French extraction.

**Maxim**, an established principle, an adage, a proverb, a guiding principle ever to be admitted in the concerns of life  
**Pacific Ocean**, so called by those who first sailed on it, because they thought it free from storms.

**Panama** (pan-a-ma', mud-fish in which the bay abounds), formerly called Darien.

**Poetic Justice**.—Justice according to their idea at the time, and in the circumstance then existing ; justice without reference to right, a course of action of which the buccaneers approved. As poetry knows no laws that may not at times, to subserve the purpose of the author, be overlooked, so among these sea-robbers there was no law of right considered binding under all circumstance.

"Poetic justice" may refer to what is considered one of the essentials of any great epic or dramatic poem—the reward of the meritorious and the punishment of the guilty. 'Shylock' sought to injure 'Antonio' and was deservedly punished by 'Portia.' The buccaneers sought to be the dispensers of this poetic justice by punishing the Spaniards for the injuries inflicted by them upon the native Americans. In real life, unfortunately, the innocent often suffer and the guilty go free.

**St. Christopher** (sent kris'-to-fer), also called St. Kitts—one of the British West India Islands in the Leeward (le'-ward) group, north-east of the Caribbean sea.

**St. Domingo** (sent do-min'g-go), or San Domingo (san-doming'-go), an islet of the West Indies, on the Great Bahama bank (ba-ha'ma), 90 miles north-east of Neuvitas in Cuba.

**San Lorenzo** (san lo-ren'zo), a castle which has long since disappeared.

**Tortuga** (tor-teo'-ga), three islands of the same name are found ; this one N. W. of Hayti, another in the Carib-

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bean sea near the coast of South America, and the third  
in the Gulf of California, upper part.

**Visor** (vis'or), written also visard, and visar, a head-piece or  
mask used to protect and disguise.

**Welsh man** (welsh'-man), a native of Wales.

## EARTHQUAKE AT CARACCAS.

PAGE 151.

**Avile and Silla** (a'-ve-la and seel'-ya), two mountain peaks  
near Caraccas; they rise to a height of 8,700 feet.

**Caraccas** (ka-ra'-kas), population 60,000, situated seven  
miles from the sea, and 3,000 feet above it. The moun-  
tains near it rise to a height of over 5,000 feet. The  
houses are built chiefly of brick, its streets are narrow,  
but well paved, and cross each other at right angles; and  
great attention is given to education. In 1826 the city  
suffered again by a violent earthquake. Lisbon, in 1755,  
and Riobamba in the province of Quito, suffered in 1797,  
terribly from this cause. In Canada, for months during  
1663, an earthquake of great violence continued.

**Catanea** (ca-tá-ne-a), in 1693, Calabria (ka-lá-bri-a), in 1638,  
were visited by these wholesale destroyers—the earth-  
quakes.

**Capuchin Hospital** (kap-yu-sheen' os'-pe-tal), an hospital  
attended to by Monks of the Order of St. Francis. A  
monk is a man who retires from the ordinary concerns of  
life, devotes himself to religion, and binds himself by a  
vow to a life of celibacy.

**Caraguata** (car-ag-u-at'-a), a ravine near Caraccas.

**De-la-Pastora** (de-la-pas'-to-ra), name of a Custom house—  
a place in which goods are kept till the duty on them is  
paid.

**El Cuartel de San Carlos** (elkwar'-tel dă san-car'-loce), the name of a barracks, a place and buildings in which soldiers live, when in garrison.

**Ebullition** (eb-ul-lish'-un), the operation of boiling.

**Guayra** (gwi'-ra), a river near Caraccas.

**Humboldt, Alexander Von**, was a great writer and traveller.

In Europe he visited nearly every country : in America he travelled for five years ; and in Asia (land of the dawn) he went as far as the Chinese frontier. A man of extraordinary capacities and abilities, he was born at Berlin, in Germany, Sept., 1769, the year in which were born Napoleon the Great, Wellington (Iron Duke), Marshal Ney (nă), Goethe (gö'-teh), &c., &c. Died at Berlin eighteen years ago. The writer of this lesson extended our knowledge of Geography, (ge the earth, and grapho I write), of

Botany (*botane*, an herb), of Climatology (klima, climate, and logos a discourse), of History, and of Chemistry. "His personal habits were peculiar ; he slept but four hours a day, rose at 6 in the winter, and 5 in the summer, studied two hours, drank a cup of coffee, and returned to his study to answer letters, of which he received hundreds every day ; from 11 a.m., (Ante Meridian), before noon, to 2 p.m., (Post Meridian), after noon, he received visits, and then returned to study till dinner hour. In the latter years of his life, from 4 till 11 he passed at the table, frequently in company with the King of Prussia, but sometimes at the meeting of learned societies, or in the company of friends ; at 11 he retired to his study, and some of his best books are said to have been written at midnight."

**Holy Thursday**.—The day on which the Ascension of our Savior is commemorated, ten days before Whitsuntide, which is the seventh Sunday after Easter ; also the day before Good-Friday, which is the one mentioned in the text.

**Lisbon** (liz'-bon), capital of Portugal, on the right bank of

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the right bank of

the Tagus, near its mouth in the Atlantic Ocean ; population, 225,000. Captured by the Moors in 711, taken from them in 1145. In 1755 it was visited by a dreadful earthquake which threw down a large part of it and destroyed many of its inhabitants ; traces of this dire calamity are still to be seen. The shock of this earthquake lasted only five minutes, but pervaded an area of 15,000,000 square miles, more than four times the surface of Europe, or nearly the twelfth part of the surface of the globe. It occurred on November 1st, the Feast of All Saints, about nine o'clock in the morning, when the greater part of the people were at church, hence the great loss of life, variously estimated from 30,000 to 60,000. The shock was felt in Iceland, Barba'does, the great Canadian Lakes, in northern Germany, at Top'-litz in Bohemia, and in many other places. In Ca'diz the sea rose to a height of sixty-four feet ; in the Antilles (an-teel') the tide usually rises twenty-six inches, on this occasion it rose nearly as many feet, and spread destruction all around.

**Lima** (leé-ma), capital of Peru, seven miles from its port, Callao (callao or Cal-ya'-o), on the Pacific. It was founded by Piz-ar'-ro, 1535, contains the oldest university in the New World, and was nearly destroyed by an earthquake in 1746 ; population in 1850, 100,000.

**Messina** (mes-see'-na), a city of Sicily, on the strait of the same name, suffered from an earthquake in 1783.

**Mississippi** (mis-sis-sip'-pe), an Indian word, meaning father of waters, or the great and long river.

**Oscillation** (os-cil-la'-tion), the act of moving backward and forward, like a pendulum ; the act of swinging, or vibrating.

**Rambla** (re-o-bam'-ba), at the foot of Chimborazo (chim-bo-ra-zo a chimney), about 80 miles from Guayaquil (gui-a-keel'), destroyed by an earthquake in 1797.

**Rio Guayra** (re-o-gw'i-ra), a river near Caraccas.  
**Terra firma** (ter'-ra fir-ma), Latin words for solid ground, or firm land.

**Trinity & Alta Gracia** (trin'-i-te and al'-ta gra'-she-a).  
**San Juan**.—(Spanish pronunciation, San Hoo-an' or hwan, meaning St. John), a street in Caraccas. The name of many places in America.

**Undulation** (un-du-la'-tion, a motion to and fro, up and down, or from side to side, as waves in water, or in air.

**Volcano**, plural volcanoes, from Vulcan, god of fire. A mountain which emits fire, smoke, lava, &c., from its top.

**Venezuela** (ven-ez-wee'-la, little Venice, the Spaniards found a village built on piles in lake Maracaybo, gave it this name, and subsequently applied it to the surrounding district), a republic in the northern part of South America; length, 900 miles; breadth, 770 miles; area, 400,000 square miles; population, 1,800,000. Capital, Caraccas, population about 60,000.\*

## EARTHQUAKES

Many views have been placed before the public in accounting for the origin of earthquakes. The one now received with most favor, which, no doubt, will be interesting to Teachers, though unnecessary for pupils who are preparing to enter the High Schools and Collegiate Institutes, may be stated as follows:—The earth at one time, long, long ago, was a molten mass; the cooling of it give rise at first to a thin crust like the shell of an egg; the cause that produced the crust would make it contract more rapidly than the heated mass beneath,

\* During Holy Week of this year, 1876, the first of seven severe shocks occurred about 35 miles from Caraccas, and on one of these occasions buried from 300 to 600 people in a moment under the ruins of Cua.



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consequently it would press heavily on this mass and continue to increase till the crust would crack and open along the meridians, parallels of latitude and in other directions. When the crust had attained a certain degree of thickness, it would be strong enough to resist, at least for a time, a sudden falling, from the mass within shrinking by contraction, and the arch-like shape of this crust would greatly aid in this result. After a time, however, the weight of the crust unsupported by resting on the mass within like ice on water would cause great bending and compression; the results were the upheaval of the chief mountain chains, Andes, Rocky, Altai, Himalaya, Alps, The Moon, &c., and the depression of the great ocean beds, Atlantic, Pacific, &c. In other words, the mass within shrinking more rapidly than the outer shell, the crust unable to bear its own weight would be crushed and sink upon the fluid mass at various times and in various places. A great amount of heat would be given out by these crushings, which, acting on the mass within the crust already heated to a high degree of temperature, would suffice to melt the portions of the crust adjacent to them. Water would be changed into steam, rocks into lava, thus affording the elements of earthquakes and volcanic eruptions. Experiment and calculation have shown that one-fourth part of the heat, year by year, given off by the earth into surrounding space is quite sufficient to account for the volcanic energy of our globe. Thus the cooling of the earth and the crushing of its crust afford the true cause of these so-called calamities. The crushing goes on little by little, and is attended by partial or permanent elevation of portions of the earth, and heat enough to melt rocks and produce the results above referred to. These changes hitherto regarded as destructive, will from this point of view, appear to be preservative in their character. They are the means by which the solid crust of the globe, supposed to be about fourteen miles in thickness, keeps down closely to the shrinking part within; thus is accomplished, little by little in each locality, a

work that prevents what would otherwise, in the long run, spread destruction, sudden and terrible, over all lands and all seas. In an earthquake, the motion is sometimes in straight lines, sometimes it seems a lateral movement, at other times it appears to be circular; the effect on the earth is either an upheavel or a depression. Things have been known during a shock, to be thrown out of one house into another or its ruins, and trees have been transplanted quite a distance without being thrown down. Volcanoes may be regarded as safety valves, of which there are 1,000 on the earth at present. The earthquake ceases when the eruption begins.

## CONQUEST OF PERU.

PAGE 161.

**Almagro** (al-ma'-gro), one of the Spanish conquerors of Peru, confederate with Pizarro; made governor of Chili (Chil'-lee) by Charles V.; defeated and put to death in a quarrel with Pizarro, 1538.

**Atahualpa** (a-ta-hwal'-pa), spelled sometimes Atabalipa (a-ta-bal'-i-pa), the last Inca of Peru, died 1533. He was condemned by a wicked court-martial to be put to death by burning, but this was changed to strangulation on his accepting baptism at the hands of the priests who accompanied the invaders.

**Cacique** or **Cazique** (ka-seek'), plural *caciques* or *caziques*, Spanish, from the island of Hayti (ha'te), a king or chief among some tribes of Indians in America.

**Capac** means great or powerful.

**Caxamalca** (kax-a-mal'-ka), or **Cajamarca** (ka-ha-mar'-ka, *i. e.*, a place of frost), a department and city of Peru, now called **Guamachu'co** (gwa-ma-chu'-co).

**Cuzco** (koos'-ko), a city in Peru, anciently the capital of that country, founded, according to tradition, in the 11th cen-

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## PERU.

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tury; at the conquest by Pizarro, the population was said to be 200,000. The Peruvians called it the holy city, and they had erected therein the famous temple of the sun.

Charles V. was born in 1500, succeeded his grandfather, Ferdinand, as king of Spain, in 1516; elected emperor of Germany in 1519; abdicated in favor of his son in 1556, and died in a convent two years after retiring.

Don (from Latin dominus, master), Sir; Mr.; Signior (see'n- yur), the same as Seigneur among the Italians; a title in Spain formerly given to noblemen and gentlemen only, but now common to all classes.

Dominican friar (do-min'i-can), a brother or member of the religious order founded by Dominicus Guzman (do-min-i-cus Guz-man), introduced into England A. D. (Latin, anno Domini, for, in the year of our Lord), 1221. In the Roman Catholic Church there are four special orders of lay brethren who devote themselves to useful works, especially in connection with manual labor-schools and other educational institutions, namely:—(a) Minors, Grey Friars or Franciscans; (b) Augustines; (c) Dominicans or Black Friars; (d) White Friars or Carmelites.

Hernando (er-nan'-do), brother of Pizarro.

Huayna Capac (hway'na-kap'-ak, the last letter in the name as given in the 4th book should be C), an Emperor of Peru who died shortly before the arrival of the Spaniards.

Huscar (hw'as'-kar), the immediate successor of the preceding.

Inca.—In'-ca, plural in'cas, a king or prince of Peru before the conquest by the Spaniards.

Marquis-de-las-Chazcas (mar-kö-dä-las-shaz'-kas), the title of Pizarro; he was also governor of Peru by appointment of Charles V.

Peruvians (pe-ru'-vi-ans), inhabitants of Peru.

Pe-so, plural pe'sos (pa'-so) a gold coin the commercial value of

which is \$11.67, equal to £2 12s. 6d. sterling. The total amount of the gold was found to be 1,326,539 pesos, which, allowing for the greater value of money in the sixteenth century, would be equivalent, probably, at the present time, to nearly £3,500,000 sterling, or somewhat less than fifteen and a half million dollars (\$15,480,710), in Canadian currency. 57,120 should be 57,220.

The quantity of silver was estimated at 51,610 marks.

The present value of one ounce or peso of gold is £3 17s. 10½d. or \$18,95 nearly; of 8 oz. or one marca of silver £2 4s. or \$10,71 nearly.

**Peru** (pe-roo'), one of the republics of South America, capital Lima (lee'-ma). Before the Spanish Conquest the country was much larger than at present, and seems to have been well governed by their incas, as their monarchs were called. The people were industrious, loyal and happy.

**Pizarro, Don Francisco** (pe-zar'-ro, don-fran-cis'-co), a man celebrated for his good and also for his bad qualities; was born at Truxillo (troo-heel' yo), about 1471; from the neglect of his parents he grew up in ignorance and idleness. His health was good, his spirits bold, and his mind was soon filled with the marvellous tales about the New World; he sailed for His-pañ-i-o'-la or Hayti, and served for many years in numerous and perilous expeditions commanded by others, for it was not till he had reached his fiftieth year that he commanded one himself. Success attended his third effort against Peru, which took place in 1531. His whole force did not exceed 180 foot soldiers, 67 cavalry, and two small pieces of artillery called fal'conets; but fraud in this, as on other occasions, accomplished more than force. He was a consummate general; his skill and bravery were equal to any emergency, and his courage never failed him. What a pity that the rest of his character was made up of

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insatiable avarice, remorseless cruelty, and habits of  
brutal license and outrage. He rose to supreme power,  
but his fall was rapid and unlamented; the place that  
had witnessed his greatness saw also his overthrow and  
death in 1541. In person he was tall, well formed, with  
a pleasing countenance, a soldier-like bearing, and a com-  
manding presence. His descendants, bearing the title of  
Marquis of the Conquest, are still to be found at Truxillo  
(troo-heel'-yo) in Spain.

uito (kee'to), capital of Ecuador (ek-wa-dor'), built a few  
miles south of the equator, founded in 1534, is 10,000  
feet above sea level, population 70,000. Several disas-  
trous earthquakes are recorded, especially in February,  
1797 and March, 1859.

## CONQUEST OF WALES.

PAGE 183.

**Edward I.** (of the Norman Line), surnamed Long-  
shanks, from the great length of his legs, son and  
successor of Henry III., was born in Westminster,  
1239, was in Palestine when he succeeded his father,  
who died 1272, crowned 1274, died 1307. At the age of  
fifteen he received the lordship of Ireland, in 1265 he  
overcame the domestic faction under the Earl of Leices-  
ter (les'ter); joined the Crusade of St. Louis (sent-loo'-e)  
and revived for a time the terr r of the English name,  
At the head of a thousand soldiers, the future con-  
queror of Wales and Scotland delivered Acre (a'-ker)  
from a siege; marched as far as Nazareth with an  
army of nine thousand men; emulated the fame of  
his uncle Richard; ext rted by his valor, a ten years'

truce; and escaped, with a dangerous wound, from the dagger of a fanatic assassin." The historians of the time seem ignorant of the princess Eleanor's (el'-en-or) piety in sucking the poisoned wound, and saving her husband at the risk of her own life, yet all doubt on this subject has long since passed away. His next efforts were directed against Wales, and the year 1282 sealed forever the independence of that principality; he then interfered very unjustly in Scottish affairs, and fourteen years later, the great victory of Dunbar placed that country at his mercy. The effects of his northern conquests were not so abiding as those of the western ones.

In person he was tall and majestic; as a soldier and a statesman he was successful, but cruelty and revenge characterized the early Plantagenets, and Edward was no exception to the rule.

The vain titles of the victories of Edward are crumbling into dust, but the reforms he introduced in the administration of government, of justice, and of finance, have gained for him the title of the "English Justinian." He confirmed the Magna Charta (mag'-na kar'-ta), instituted justices of the peace, and gave to parliament the form it has since retained. He saw that the British Isles must all be under one government in order to accomplish their great mission as a nation. The end in view was praiseworthy, but the means for its accomplishment, infamous.

Bards or poets.—Persons who composed and sang verses in

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honor of the great deeds of their friends; one skilled in making poetry.

**Poet Laureate.**—A poet employed to compose poems for the birthdays of their prince or other special occasions. Gray refused the appointment. Alfred Tennyson is poet laureate to our good sovereign, queen Victoria. In England the title was first given by Edward IV., a salary of £100, and a tierce of wine was attached by Charles I.; in the time of George III. the wine was discontinued and the salary increased; the office is now honorary.

**Castle of Carnarvon or Caernarvon** (ker-nar'-von), on the Menai (men'-i) straits, built by Edward I.; in its "eagle tower," Edward II. was born, and on him the title of Prince of Wales, was first conferred; it has since that time been borne by the eldest son of the British Sovereign. The Prince of Wales is the heir apparent to the throne.

**Cambria's curse.**—The curse or malediction of the Welsh people upon all their enemies, and especially upon Edward, for the wrongs of their country and the slaughter of their poets.

**Cambria**, an ancient name for Wales; the Cambrian see the rocks next in order below the Silurian.

**Conquest's crimson wing.**—Conquest is always achieved by the shedding of blood; here conquest is personified and the color assigned, which recalls the idea.

**Conway or Conwy** (kon'-wee), a small river in North Wales.

**Chinese Wall.**—This work perhaps the most stupendous monument of human industry ever exhibited to the world, was begun about 214 B. C., and finished about 204 B. C., several millions having been occupied at once in its construction. This wall is about 1,500 miles in length, from 20 to 25 feet high, and so thick that six horsemen can ride abreast on the

summit. Towers are placed along its whole length at twice the distance an arrow can be shot, so that every part of the wall may be within the reach of the archers stationed in the towers. In one instance the wall is carried over the top of a mountain one mile in height. It is, in many parts, built in the most substantial manner, especially towards its eastern extremity, where it extends by a massive levee into the sea. In this portion the workmen were required, it is said under penalty of death, to fit the stones so exactly that a nail could nowhere be inserted between the joints. In some parts, however, the wall is composed of earth only. It is estimated that the materials employed in this immense fortification would be sufficient for constructing a wall six feet high and two feet thick twice around the world.

Gray, Thomas, the poet, born in Cornhill, London, in 1716, died 1771. He was educated at Eton and Cambridge, travelled on the continent, wrote poems, gathered flowers, studied Zoology, and paid some attention to architecture and antiquarian research. He is best known by his "Elegy, written in a country church yard," which is considered faultless—its melancholy grace being regarded as the perfection of Art. "The Bard," from which these stanzas are taken, and "The Progress of Poesy," are magnificent odes. The subject of the former is the terrific malison of a Welsh Bard, escaped from the massacre at Conway; standing on an inaccessible crag, he



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prophecies the doom of the Norman line of Kings, and the glories of the Tudors. This done, he springs from the rock to perish in the foaming flood below. The chief facts of early English history have never been so finely woven into poetry, as in the "Bard." Gray was small, delicate, with handsome features, and studiously refined in manner, dress and style of writing.

**Hebrew** (he'-bru), descendants of Eber or Heber, and belonging to the family of Shem; some think Abraham was first called Hebrew as an immigrant from beyond ('eber), the great river Euphrates; the Israelites so called, from Israel, the name given by God to Jacob; commonly, but very wrongly, called Jews, for in their language, a Jew means a thief. Edward cruelly oppressed this people, deriving a part of his supplies from their plunder. Till our own time their condition, in most countries, has been deplorable. Now, the right of citizenship are everywhere accorded, and everywhere they make ample returns for the privileges conferred. In every age this people have produced some leading mind; at this date (1878), the Premier of England—the first Commoner in the empire—Earl Beaconsfield, is a notable example.

**Helm**, for helmet, a defensive armor for the head.

**Hauberk**, a shirt of mail, formed of small steel rings, interwoven one with another.

**Hoel and Llewellyn**, two celebrated Welsh poets.

**In want of an excuse.**—Wishing to do something and pretending to have a reason for that course, whether in itself right or wrong. The fable of the Wolf and the Lamb affords a good example. So far as the comparison goes, and admitting there may be some truth in it, my ow-

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experience with boys has been that the older ones, on the whole, protect rather than persecute the smaller members of the school.

**Llewellyn** (le-wel'-in), the last independent Welsh Prince.  
**Merlin**, Ambrosius (mer'-lin, am-bro'-si-us), a native of Wales, represented in legendary stories living in the 5th century, and said to be the son of a demon, we suppose because it has been usual to ascribe everything not understood to the prince of darkness. Merlin recommended himself by his remarkable abilities to king Vortigern, afterwards he became counsellor to Prince Arthur, and is the person referred to, under this name, by Spenser, Tennyson, and other poets. See Idyls (i'-dyls or id'-yls) of the Kings, especially Vivien.

**Scots.**—The people of Scotland, the early inhabitants were of Keltic (kel'-tic) origin.

**Snowdon.**—The highest mountain in Wales, ten miles S. E. from Carnarvon ; height, 3,571 feet.

**Soothsayer.**—A person who pretends to foretell events.

“Tis the sun set of life gives me mystical lore,  
 And coming events cast their shadows before.”—CAMPELL.

**Warders of the English March.**—Those who had charge of the march or frontier between England and Wales, also between England and Scotland. **Marches**—the term is derived from an old Anglo-Saxon word, signifying a mark or boundary. Several titles of dignity, such as Marquis, Earl of March, derive their origin from their predecessors having been appointed governors of the Marches or frontiers of their respective counties. The four counties of Hereford (her'-e-ford), Worcester (woo's-ter,) Gloucester (glos'-ter), and Salop or Shropshire, were included in what was called the Marches of Wales. The noblemen who lived on the Marches of Wales and Scotland, during the middle ages, were called **Marchers**.

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Welsh, the people of Wales, Cumrie (kum'-rie) the land of  
Cymri (kin'-re), Latin, Cambria (kam'-bre-a), descended  
from the ancient Britons, belonging to the same great  
family of nations—the Kelts (kelts), as the High-  
landers of Scotland, the Irish of Ireland, the people of  
Cornwall, and of Brittany in France. The ancient Silures  
(si-lu'-res) inhabited a portion of Wales, this gave the  
name Silurian (si-lu'-re-an) to the rocks that abound in  
that district. The rocks on which the surface soil of  
Ontario rests are the Silurian; they belong to the same  
geologic age as the Welsh ones.

White, Rev. James, born near Edinburgh, 1804, educated at  
Glasgow and Oxford, was presented by Lord Brougham  
(broom) with a living in Suffolk, which he resigned for the  
Vicarage of Loxley, Warwickshire; on receiving his patri-  
mony, he retired to private life, and devoted himself to  
literary pursuits; wrote many works, and among them  
the one from which *this* lesson is selected; died at Bon-  
church, Isle of Wight, 1862.

"*They* (a pronoun used instead of banners) mock—the air.  
*Arms* they wave—meaning their *branches*."

## HERMANN, THE DELIVERER OF GER- MANY.

PAGE 204.

Augustus (au-gus'-tus), Emperor of the Roman world when  
our Savior was born, the second of the twelve Cæsars,  
Julius Cæsar being the first, and Domitian (do-mish'-i-an),  
the last. He overcame all his enemies; proclaimed uni-  
versal peace; closed the temple of Jä'nus, which was  
kept open in time of war and had been closed only once  
before this, at the close of the first Punic war, since the  
reign of Numa, the second king of Rome, till the Savior  
appeared. So greatly did he improve the great city that

LITERARY EXTRACTS AND NOTES

his boast was, "I found it of brick; I leave it of marble." He aided literary men; cultivated literature; encouraged the useful arts, and greatly improved the laws.

**Cherusci** (ke-rus'-ci), also called Catti (kat'te), a people of Germany, between the Weser and the Elbe. The great victory of Hermann over the Romans, happened A.D. 9. (*Anno Domini*, in the year of the Lord). Three legions, about 15000 men, commanded by Va'rus were totally defeated, and the greater part of them slain.

**Dalmatia** (dal-ma'she-a), a country east of the Adriatic sea; retains the same name it had 1800 years ago; belongs to Austria.

**Detmold** (det'-molt), a town of north western Germany, 47 miles S.W. of Hanover. To commemorate the victory over Va'rus a monument was erected in 1838.

**Fasces** (fas'-ces), an axe tied up with a bundle of rods, and carried before the Roman magistrates as a badge of their authority.

**Germans** (Ger'-mans), the people of Germany. The word is of Celtic origin, and signifies neighbors, that is, to the Gauls, as the people of France in the olden time were called.

**Hermann** (her'-man), called also Armin'ius (ar-min'-e-us), the leader of the Germans in this great revolt, called "The Liberator," because he freed his country from the dominion of Rome.

**Jerrer** (jer'-rer or Yer'-rer), the author who wrote this article.

**Lippe** (lip'-peh), a principality in N. W. Germany; capital Detmold; population, 111,135; area, 437 square miles.

**Marcomanni** (mar-ko-man'-ni), men of the marches, or borders, an ancient German people; they appear at first to have dwelt between the Main and Neck'ar (or er), in S. W. Germany; afterward they appear north of the Danube,

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and during the changes of the 3rd and 4th centuries in  
the great migrations of the northern nations; finally dis-  
appeared from history.

**Marbod** (mar'-bod), King of the Marcomanni at the time of  
these stirring events.

**Napoleon Bonaparte** (na-po'-le-on bo'-na-part), born at Ajaccio  
(a-yat'-cho), in Corsica (cor'-se-ka), in 1769; crowned  
Emperor of France in 1804; conquered nearly the whole  
of Europe; banished to Elba 1814, returned in 1815, lost  
the battle of Waterloo, and was sent to St. Helena  
(sent He-le'-na); died 1821. His remains were brought  
back to Paris in 1840, and deposited beneath a magnifi-  
cent monument in the Hotel des Invalides (o-tel' des  
in-va-li-d).

**Pannonia** (pan-no'-ni-a), now a part of Hungary.

**Pettifoggers**, lawyers who deal in small business; a low kind  
of attorneys.

**Rhine & Elbe**, two well-known rivers of Germany.

**Romans**, citizens of Rome, those who enjoyed the freedom and  
privileges of the City of Rome.

**Roman laws**, laws made by the Senate and Emperor of Rome,  
and imposed on all the Roman world.

**Roman Knight**, one of a body, originally, as is supposed, ap-  
pointed by Romulus and consisting of men selected from  
the best families, they served on horseback and were  
mounted at the public expense; a part of the Roman army.

**Segestes** (se-ges'-tes), a prince of the Cherusci (ke-rus'-ci).

**Thuaneldar** (toos-nel-dar), the beautiful daughter of Segestes,

**Teutoburg** (toi'-to-burg, or tu'), a mountain chain of Germany,  
partly in Lippe and partly in Prussia. In this mountain  
the legions of Varus were defeated by Hermann, whose  
colossal monument was unveiled by the Emperor of Ger-  
many in August, 1875, amid national rejoicings on the  
summit of Grotenberg (Gro'-ten-berg) near Detmold.

**Tiberius** (ti-be'-re-us), Emperor of Rome when our Saviour was put to death; successor of Augustus; third of the twelve Cæsars; born 42 B.C.; became Emperor 14 A.D., died 37; began his reign well, but became cruel towards the latter part of his life.

**Varus**, (Quintilius) (va'-rus, quin-til'-e-us), commander of the legions overthrown by Hermann, also called Arminius (ar-min-e-us); his disregard of salutary advice led him to ruin.

**Woden** (wo'-den or Vod'-een) the Saxon god, after which our fourth day of the week is called, Wednesday (wenz-day), Anglo-Saxon, Wodnesday, from Woden, old Saxon Wodan, the highest god of the Germans and Scandinavians (scan-de-na'-vi-ans) as the ancient people of Norway and Sweden were called.

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## THE BURNING OF MOSCOW.

PAGE 228.

**Ancient Capital of the Czars.** — Moscow, see below.

**Actuated, prompted, impelled,** put in action.

**Asia,** the largest of the continents, being remarkable for its teeming population.

**Blind Ambition,** based on prejudice, not caring for the rights of others.

**Campaign** (kan-pān), the time that an army keeps the field, either in action, marches, or in camp in one year.

**Corps** (kōr, plural kōrs), a body of men, especially a body of troops.

**Czar** (zār), written also Tzar, feminine cza-ri'-na, from the Latin Caesar, a chief, a king, titles of the Emperor and Empress of Russia.

**Europe** (u'rop), the smallest of the continents, Australia excepted, but the most advanced in the arts and sciences.

## NOTES

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French.—The inhabitants of France.

Galley-Slaves.—Persons condemned for crimes to work at the  
oars on board of a galley; which was a vessel propelled by  
sails and oars.

Insatiable desires.—Desires that could not be satisfied—insati-  
able is from *in not* and *sa-ti-a-re* to satiate.

Insane *lust of Conquest*.—Foolish, unjust, wicked desire for more  
power.

In conformity with the desolating plan of the campaign, by the  
Russians, who had determined to destroy everything rather  
than allow Napoleon any advantage.

Magazines.—Places in which things are deposited, military  
stores, food, clothing, arms, ammunition.

Moscow (*Russian*, Moskwa, musk-wa), the chief city of the  
government of the same name and till the early part of  
the 18th century the capital of all Russia, on the river  
Moskwa, 400 miles S. E. of St. Petersburg, population  
in 1871, 612,000. An earthen rampart more than 23  
miles long surrounds the city. On the N. side the Krem-  
lin—the palace when royalty dwelt there—occupies the  
principal elevation, directly on the bank of the river  
and very near the centre of the old city. From it radi-  
ate almost all the streets, like the spokes of a wheel.  
Moscow was founded in the twelfth century by George  
Dolgoru'ki, Prince of Kiev (ke-ev'). The city has suffered  
repeatedly from extensive fires and invasions by enemies.  
In 1812 it was entered by the French under Napoleon,  
who took up his residence in the Kremlin. The city, de-  
serted by its inhabitants, was set on fire by order of the  
government, thus compelling Napoleon to leave on the  
23rd October, and resulting in the disastrous retreat of the  
French army. The sacred buildings of the Kremlin, de-  
stroyed at this time and rebuilt shortly after, are the  
Cathedrals, of the Assumption in which all the Russian em-



perors since the days of Ivan (e-van'), the Terrible have been crowned; of the Arch Angel Michael (me'-cha-el, or mi'-kel) the burial place of the imperial family up to the time of Peter the Great, and of the 'Annunciation, where the Czars were formerly baptized and married.

Muscovite (mus'-co-vite), an inhabitant of Mus'-co-vy, a name sometimes given to Russia, derived from Moscow.

Napoleon.—See note under Hermann the deliverer of Germany.

Only a melancholy and enfeebled remnant returned. Of 500,000 men that constituted the grand army, a mere handful ever returned to tell the story of hardships and sufferings, death on the battle field, in the snow-drift, in the ditch by the road side; it is said that only about 20,000 men survived.

Parapet of earth (par'-a-pet), from the *Latin* par-a'-re, to ward off, to guard, to prepare, and *pectus* the breast, a rampart to the breast, or breast high, a breast-work for defence.

The Picture in the 4th Reader represents in the distance a city in flames; in the foreground are to be seen the figures of soldiers gazing in mute astonishment on the scene.

Presentiment.—A conviction of something about to happen, previous apprehensions; which are, we believe, as often wrong as right.

Possessed of more sensibility than others referred to—more natural affection, kindness.

Portrayed.—To describe by a picture, or to do so in appropriate language.

Rockets, in the military art, a very destructive species of fire-work used sometimes as signals, at other times, as in the lesson, for setting places on fire.

Russia, the largest connected Empire in the world. Capital, St. Petersburg (sent pet'ers-burg), at the mouth of the Ne'va, in the Gulf of Finland, latitude 60°, population in 1870, 667,000.

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Mus'-co-vy, a name  
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**Segur, Phillippe Paul de**, Count, a French historian, born in Paris, 1780, died there, 1873. He entered the army in 1800, and became a favorite of Napoleon. In 1812 he accompanied the Emperor during the disastrous Russian campaign as his *aide-de-camp* (ad'-da-kong), and greatly distinguished himself. On the downfall of Napoleon our author accepted office under Louis XVIII., but joined his old master on his return from Elba. In 1831, Louis Phillippe (loo'-e-fil-leep) appointed him to honor and made him a peer. He wrote the history of Napoleon and the Grand army during the campaign of 1812; this involved him in controversies, and he was foolish enough to fight a duel with a general of the French army.

**Signal defeat.**—Total, overwhelming, distinguished from what is ordinary.

**Soldiers** (so'-l-jers), those who are engaged in military service, as an officer or a private, one who serves in the army—a brave warrior.

**Sutlers**, a low class of persons who follow an army, and sell to the troops, provisions, liquors or the like.

**The Hospitals** (os'-pi-tal) from Latin *Hospes*, a guest, a building where the infirm, sick, or wounded are received and treated with care.

**The whole City** was given up to pillage. When soldiers are allowed to strip the inhabitants of a place of their food, clothing and goods, that is pillage; the gathering and taking these goods away, constitute plunder. The words are freely used for one another.

**Whole Elements of Nature.**—Rain, wind, cold weather, frost, hail.

**Wrath of Divine Justice.**—Some people pretend to see divine wrath or divine favor in many of the events transpiring

in the world. As that may appear wrath to one nation which to another may seem a favor, we should be very careful in coming to a conclusion respecting these subjects

## BATTLE OF THERMOPYLÆ.

PAGE 235.

Arcadians (ar-ca'-di-ans), inhabitants of Arcadia, a country in the centre of the Peloponnesus, (pel-o-pon-ne'-sus) now called the Morea, from its resemblance to a mulberry leaf, which is the meaning of the word. Others derive the word Morea from the Slavonic word *More*, which means the sea.

Dienece; (di-en'-e-ces), a Spartan, celebrated for his courage and bravery.

Greece, called Hellas, (hel'-las), a small country and kingdom south of Turkey in Europe. It has given to the world Arts, Science and Literature. The Gulf of Corinth almost separates it into two parts, that north of the Gulf containing northern and central Greece, and that south of the Gulf containing southern Greece or the Peloponnesus.

Hellespont, (hel'-les-pont), so named after Helle who was drowned here, now called the Dardanelles.

Locrians, (lo'-cre-ans), a people of central Greece, whose country was west of Phœcis, and north of the Corinthian Gulf.

Lacedemonians, (la-ce-de-mo'-ne-ans), the people of Lacedemon or Sparta, who were the leading people of the Peloponnesus, as southern Greece was called.

Leonidas (le-on'-i-das), a King of Sparta, who rendered his name immortal by the stand he took against the Persians

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## PYLÆ.

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at this celebrated strait of Thermopylæ, a narrow passage between the mountains and the sea.

**Lissus** (lis'-sus). A small river of Thrace, west of the Hebrus.

**Mantineans** (man-tin-e'-ans), the people of Mantinea; a celebrated city in Arcadia. A great battle was fought near this city in 362 B. C.

**Persians** (per'-she-ans), the inhabitants of Persia, and here applied to the army of Xerxes, (Zerx'-es), though composed of many nationalities. The Persians subdued the Babylonian Empire, which in its turn was overthrown by the Grecian power, under Alexander the Great.

**Peloponnesus** (pel-o-pon-ne'-sus), see above.

**Phocians** (fo'-she-ans), the people of Pho'-cis, a country in Greece Proper, north of the Corinthian Gulf, and west of Bœotia (be-o'-she-a), bordering on the gulph of Corinth.

**Pissyrus** (pis-si'-rus), the lake near this place is probably in Illyria (il-lir'-e-a).

**Raleigh**, see note under the voyage of the Golden Hind.

**Renegade**.—One faithless to principle or party, a worthless, wicked fellow.

**Sparta** (spar'-ta), the most remarkable city in the Peloponnesus; Capital of Laco'nia. Sometimes Sparta denotes the country as well as the city.

**Tegeatæ** (tej-e-a'-te), from Tige'a, or Tege'a, a city of Arcadia in Southern Greece. This people were early distinguished for bravery, and long contended with Sparta for supremacy, but finally had to succumb (suc-cum).

**Thebans** (the'-bans), from The'bes, the chief city of Bœotia, a country north of Athens.

**Thermopylæ** (ther-mop'-i-le), a celebrated pass, leading from Thes'saly into Locris, and southern Greece. The word means "Warm Gates or Pass"; on one side is the sea, on the other Mount C'eta.

**Theopians** (thes'-pe-ans), a brave people from Thes'pia, a town in Bœotia (Be-o'-she-a).

**Thessaly** (thes'-sa-le), a large province or kingdom in Northern Greece.

**Thrace**.—A large tract of country north-west of Macedon.

**Xerxes** (zerx'-es), son and successor of Darius (da-ri'-us) Hystaspes, on the throne of Persia. His mother was Artostassa, a daughter of Cyrus; he reigned from 486 to 465 B.C. A revolt in Egypt was soon quelled, then four years were spent in preparing for the invasion of Greece; the vast army, in 481, was assembled at Sardis; in 480 he crossed the Hellespont with the largest army ever collected; five millions is the number usually assigned, one-half that number would be nearer the truth. Then followed the invasion of Greece, the battle of Thermopylæ, the total destruction of this army, the return of this monarch to Persia, and his murder soon after. For beauty and stature it is said, none in his vast host could be compared with him, but he was cruel and cowardly. He is supposed to be the Ahazuerus of the Book of Esther.

## THE DESTRUCTION OF POMPEII.

PAGE 237.

**A libation on the altar of Bacchus**.—Bacchus, the son of Jupiter, was the god of wine, and is represented as crowned with ivy leaves and clusters of ripe grapes. A libation was the solemn pouring out, as an offering to the gods of a liquid, usually unmixed wine, but sometimes honey, milk, or oil, on the altar of the god, or between the horns of the victim of sacrifice.

**All the colors of the rainbow**. Violet, indigo, blue, green, yellow, orange and red.

**Arabesques** (ar'-a-besk), a fantastic species of ornament adopted from ancient Arabian architecture, and consisting of fruits,

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flowers, and foliage, and many other forms, except those of animals.

Anacreon (a-nao'-re-on), a famous Greek poet, who lived about B. C. 540. Much of his poetry consists of bacchanalian or drinking songs.

Belgravia, a portion of the City of London, containing a great many fashionable residences.

**Beware of the Dog.** Among the Romans, the dog was the emblem of watchfulness, hence the inscription on the tiles, gates, &c., "*Cave Canem.*" Beware of the Dog. The dogs chained to the gates of the palace in Moscow, according to the custom in that city, added their doleful howlings to the heart-piercing groans of that terrible scene—the burning city, described on page 288.

**Consuls.**—The two chief magistrates of the ancient Roman Republic after the expulsion of the kings.

**Curious persons began to excavate.**—It may be remarked that in the long ages that elapsed after the destruction of Herculaneum and Pompeii, the precise locality of the lost cities was forgotten ; Herculaneum was accidentally discovered in 1713 A. D., by laborers digging a well, and Pompeii in A. D. 1748. Herculaneum is in no part less than seventy feet, and in some parts one hundred and twelve feet, below the surface of the ground, while Pompeii was buried ten or twelve feet, sometimes less. It is certainly surprising that Pompeii should have remained undiscovered till so late a period, and that antiquaries and learned men should have erred so long and materially as to its situation. In many places, masses of ruins, portions of the buried theatres, temples, and houses were not two feet below the surface of the ground.

down, down beneath, thousands and thousands were sleeping.

—As already remarked, this is greatly exaggerated.

"Sleep the sleep that knows no breaking." The Lady of the Lake. Canto I., xxxi—26.

**Frescoes**, paintings on freshly-plastered walls, so that the colors sink in and become as durable as the walls themselves.

**Greek Legends**. Tales of the gods, goddesses, and heroes of Grecian mythology.

**Household Gods**.—Among most ancient nations it was customary for each family to have a number of images, generally of inferior deities, which were called the household gods, and were worshipped in the innermost rooms of the dwellings. These (called *penates* by the Romans) were sacredly guarded along with the other most valued treasures. In Genesis, Chap. xxxi., an account is given of the manner in which Rachel stole her father's (Laban's) household gods.

**Horace**.—A celebrated Roman poet, born at Venusium, Italy, B. C. 65. The productions of Horace are divided into Odes, Epodes, Satires, and Epistles.

**Hall of Mysteries**.—The room in which were performed certain religious rites and celebrations, consisting of scenic representations of the mythical legends.

**Impluvium**.—A large square basin sunk in the floor of the atrium or one of the principal rooms of private houses, intended as a receptacle for the rain water which flowed through the *compluvium*, or opening in the roof. The writer should have used the word *atrium* instead of *impluvium*.

**Mosaic**. A species of inlaid work in imitation of painting, formed by minute pieces of hard substances such as marble, glass, stones or gems, of various colors, cemented together, and which served as floors, walls, and the ornamental coverings of columns.

**Pillared Peristyle**. A room surrounded on the inside by a row of columns. The peristyle of a Roman house formed the

second or inner division of the ground plan. It contained the domestic apartments usually occupied by the family.

**Pompeii.**—This town, more celebrated in modern times than ever it could have been in its most flourishing period of its existence, was situated in the immediate vicinity of Mount Vesuvius. It was only three quarters of a mile in length, by about half a mile in breadth. More than half the town is yet uncovered. Twenty streets, fifteen feet wide, have been excavated. The walls of the town are eighteen to twenty feet high and twelve feet thick, with several main gates, of which six have been uncovered. The houses are joined together, and are generally only two stories high. The account of its magnificence, as given in the Fourth Reader, is greatly overdrawn. Of the catastrophe which buried Pompeii under the ashes of Vesuvius, we have no positive account; but it is reasonably conjectured that it was caused by the famous eruption in the reign of the Emperor Titus, A.D. 79, described by the Roman writer Pliny, the Younger. Several villages were destroyed, and the town of Herculaneum overwhelmed at the same time. These towns were by no means covered up in a moment, as would appear from the Reader. The opinion generally maintained, that the people were surprised and overwhelmed by the volcanic storm, in an instant, is shown to be very improbable, from the fact that less than sixty skeletons have been found in the half of the city which has been uncovered. From the description given by Pliny, it is plain that the threatening aspect of the mountain was of such a nature as to apprise the inhabitants of their danger, and induce the great mass of them to save themselves by flight.

**Pro-consuls.**—Those who had once been Consuls, and who still continued sometimes to act in the place of Consuls without holding the office itself.



**Pumice.**—Pumice (pūm'-is), is a sort of porous scoria, from volcanoes, lighter than water, of a grayish-white color. It is sometimes called "rotten stone," and is used for polishing wood, ivory, metals, &c.

**Scoria.**—The dross which floats upon the top of metals when melted; volcanic cinders.

**Senators.**—Members of the legislature.

**Symbolical Painting.**—Pictures of the gods and goddesses in the various characters in which they were worshipped,—one as the god of the air; another, of the sea; another, of the storm; another, of the infernal regions, and so on,—all woven together so as to exhibit the religious belief of the people. These paintings were preserved in the hall of mysteries or private worship room.

**Syrian Cloths.** The same as Tyrean cloth of purple dye, so costly and so difficult in the coloring. From the Buccinum and the Murex or Purpura, Mollusks found on the coast of Syria, the coloring matter was obtained. The operation was delicate and difficult. Applying it to wool, linen, or cotton, it became successively, green, blue, red, deep purple-red, and by washing in soap and water, a bright crimson, which was permanent, resulted.

**Tablinum.**—One of the principal rooms of an ancient Roman dwelling, adjoining the *atrium*.

**The Battle of the Amazons.**—The Amazons were a race of large, warlike women, who originally dwelt in Pontus, a province of Asia Minor. They fought with bows and arrows, and cut off the right breast that it might not interfere with their drawing the bow. The men among them were held in an inferior and, as it were, servile condition, attending to all the employments which occupy the time and care of the females of other nations while the Amazons themselves took charge of all things relating

to government and warfare. They were allies of the Trojans (inhabitants of Troy) in their wars with the Greeks, till the Amazon queen was slain by Achilles.

**The illustration.**—This is a view of one of the principal streets of Pompeii (Pom-páy-ee) at the present time, the lava which covered it for more than sixteen hundred years, having been removed.

**The parting of Achilles and the beautiful maid Briseis.**—Achilles (A-kill'-ees) was a Greek hero whose deeds at the siege of Troy were celebrated by Homer, the blind Grecian poet, who flourished about 960 years B.C. Briseis (Bri-see'-is), a daughter of a high-priest of Jupiter (father of the gods), and wife of Mines, was carried away captive by Achilles in one of his wars. Agamemnon, king of Mycæna and commander of the Greeks at the siege of Troy, took Briseis from Achilles. This quarrel and its results, combined with the siege of Troy, form the groundwork of Homer's great poem, the Iliad.

**The Priests were lurking in the hollow images.**—Many of the images of the principal deities were made hollow, and the cunning priest, having concealed himself in this recess within the image, answered the prayers of the worshippers, who ignorantly believed the voice to proceed from the deity itself.

**The Seizure of Europa.**—Europa was a daughter of Agenor (called by some Phœ'nix), king of Phœnicia (fe-nish'-ia). Jupiter becoming enamoured of her, changed himself into a beautiful white bull, and approached her as she was gathering flowers with her companions in a meadow near the seashore. Europa, delighted with the tameness and beauty of the animal, caressed him, crowned him with flowers, and at length ventured to mount on his back. The disguised god immediately made off with his lovely burden, plunged into the sea, and swam with Europa to the Island of Crete, now called Candia.

**The stately homes of England.** A quotation from "The Homes of England," by Mrs. Hemans, an English poetess of the present century; born in Liverpool, 1794; died near Dublin, 1835.

## TAKING OF GIBRALTAR.

PAGE 244.

**Byng, John**, an Admiral, born in 1704, executed at Portsmouth (ports-mouth), in 1757. The French menaced Minorca (me-nor'-ca), and Byng was sent to its relief. On arriving in the Mediterranean, he found his forces inadequate, and sailed to Gibraltar to refit his fleet. In the meantime a French army landed, and reduced the whole island. Byng made an unsuccessful attempt to relieve it; for not succeeding, the Admiral was superseded, tried, "found guilty of cowardice in the presence of the enemy," and shot. Pitt spoke warmly in his defence, and Macaulay brands the punishment as "altogether unjust and absurd." Bitter party politics, which should always be avoided, had doubtless much to do with this sad case.

**Charles III.**, King of Spain, second son of Philip V., born 1716, died 1788. He was king of the Two Sicilies till he succeeded his brother Ferdinand who died in 1759, on the throne of Spain.

**Dilkes, Sir Thomas.**—One of the British Commanders.

**Dutch.**—The English have applied this name specially to the Germanic people living nearest them, the ~~Hollanders~~.—Pertaining to Holland, or to its inhabitants.

English (Ing'-glish), from Angles, Engles, a tribe of Germans from the south-east of Sles'-wick in Den'-mark, who settled in Britain and gave it the name of *England*. Belonging to England or its people.

England (Latin *An'g'lia*, for origin of the name see above), the southern part of Great Britain, and the principal member of the United Kingdom of Great Britain and Ireland. Extent, 50,900 sq. m.; population in 1870, 22,700,000, of whom 11,040,000 were men, and 11,663,000 were women; capital, London; population, 3,750,000—the largest, the richest, the most central city in the world.

French. Of, or pertaining to France, or its inhabitants.

Jabal-tar (je-bral'-tar, Arab, jel'-el-tar-ik—the Hill of Tarik—the Moorish leader who conquered the place in 711). A fortified rock that rises to the height of 1,400 feet on the S. coast of Andalusia in Spain, belonging to Great Britain, and giving a name to a town and bay on its W. side, and to the Strait that connects the Atlantic and the Mediterranean. It is the strongest fortress in the world. Its most southern point receives the name of Europa, latitude  $36^{\circ} 6'$ , and constitutes the most southern point of Europe. This rocky promontory is 3 m. long and 7 m. in circumference. Its vegetal productions include the acacia, fig, and orange, trees, but found only in sheltered places. Its animals are a few birds, wild rabbits, snakes, and monkeys of a fawn color and without tails. This is millions of money have been expended on the fortifications; 1000 cannons are ready for action. It has been besieged many times. The last siege (1779-83) was the most memorable. France and Spain made every effort to take it, but British courage and endurance resisted successfully. The town is situated west of the fort, population, 16,000. South of Point Tarifa (ta-ree'-fa) the African shore is only nine miles distant.

**Grandee** (gran-dee'), a man of elevated rank or station. In Spain, a nobleman who has the king's leave to keep his hat on in his presence.

**George I.** succeeded Queen Anne in 1713; he was the first British sovereign of the Hanovarian line. **George II.**, son, 1727; **George III.**, grandson, 1760; **George IV.**, son, 1820; **William IV.**, brother, 1830; **Victoria**, niece, 1837. Long may she reign!

**Hicks and Jumper.**—Captains, officers who command a company of men in a regiment, also the commander of a ship, the word is used in many other ways.

**Hardy, Sir John**, an officer in the British army.

**Lisbon** (Liz'-bon), see note under earthquake at Car-ac'-cas.

**Leake, Sir John**, admiral of England, celebrated for the relief of Gibraltar; born, 1656; died, 1720. His father, **Richard Leake**, was considered one of the bravest officers that ever served in the British navy.

**Mediterranean** (med-i-ter-ra'-ne-an; Latin, *medius*, middle, and *terra*, the earth), the largest sea on the globe, 2,200 miles long and from 9 to 1,200 miles wide. In Scripture it is called "the Great Sea."

**New Mole**, opposite the town of Gibraltar; on the west is a Spanish town and bay called **Algesiras**. On the British side shipping is protected by two long moles; this one was the last erected, hence called the **New Mole**.

**Overland Route.**—The book from which the lesson has been selected.

**Philip V.**, the first King of Spain of the house of Bourbon (boor'-bon), born in Versailles, 1683; died at Madrid, (ma-drid'), 1746.

**Prince of Hesse Darmstadt** (hoss-darm-statt), Grand-Duchy of; its Prince or chief ruler at this time; capital, Darmstadt.

**Portuguese** (Por'-tu-guêse), of, or pertaining to Portugal, or its inhabitants; a native of Portugal.

**quadruple Alliance.**—This alliance was formed in 1718, by

which Germany, England, France and Holland, leagued themselves against Philip of Spain, who had interfered with the Italian interests of the Emperor (of Germany).

**Rock.**—A particular part of the rock of Gibraltar.

**Rooke, Sir George**, born near Canterbury; in 1650, died there, 1709. He was a successful naval officer.

**September.**—See voyage of the Golden Hind.

**Spain.**—A kingdom in the S.W. of Europe, forming the far greater part of the Spanish Peninsula, and includes the Balearic and Canary Islands. Capital, Madrid.

**Spanish** (Span'ish), of, or pertaining to Spain, language, or people.

**Saluces, Marquis de** (mar-ke-da sa lu'ces), the governor of Gibraltar when the place was captured by the British.

**Toulon** (Too-lon'), a seaport city of France, at the head of a double bay on the Mediterranean. Population about the same as Toronto.

**Tesse** (tes-sa'), an officer of high rank in the French army.

**Tetuan** (tet-oo-an' or tet-wan'), a fortified, maritime city of Fez (iez), 18 miles S.S.W. of Ceuta (su'ta); belongs to Spain.

**Vanderdussen** (van-der-dus-sen), an Admiral in command with Byng at the taking of Gibraltar.

**Villadarias, Marquis of** (vil-la-da-re'-as), a nobleman of Spain.

**Whittaker**, an officer who served with Byng.

**William III.**, King of England and Elector-holder of Holland, son of William II., Prince of Orange, and the Princess Mary, eldest daughter of Charles I.; was born at the Hague in 1650, died at Kensington, 1702. He married his cousin Mary, eldest daughter of James II., completed the Revolution of 1688; the great object of his life was to weaken the power of France.

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## ENGLISH FOR THE HIGH SCHOOL ENTRANCE EXAMINATIONS.

The first four of the following papers are those set by J. M. Buchan, M.A. in July and December last, the others have been prepared for the CANADA SCHOOL JOURNAL :—

### THE DOWNFALL OF POLAND (P. 212)

“ Departed spirits of the mighty dead !  
 Ye that at Marathon and Leuctra bled !  
 Friends of the world ! restore your swords to man ;  
 Fight in his sacred cause and lead the van !  
 Yet for Sarmatia's tears of blood atone,  
 And make her arm puissant as your own !  
 Oh ! once again to Freedom's cause return  
 The patriot Tell—the Bruce of Bannockburn ! ”

- (i.) Whence have the “spirits of the mighty dead” departed ?
- (ii.) Who bled at Marathon and Leuctra ?
- (iii.) Who are called “ friends of the world,” and why does the poet so call them ?
- (iv.) In what sense is the word ‘man’ used in line 3, and ‘return’ in line 7 ?
- (v.) Where is Sarmatia ?
- (vi.) What is meant by “ Sarmatia's tears of blood ” ?
- (vii.) Who were Tell and Bruce ?
- (viii.) Give the meaning of ‘van,’ ‘atone,’ and ‘puissant.’
- (ix.) Why is ‘Freedom’s’ printed with a capital F ?
- (x.) Point out the silent letters in the first and third lines.

### THE EARTHQUAKE OF CARACAS

- (i.) Where is Caracas ?

- (ii.) Mention any other cities that have suffered in a similar way from earthquakes.
- (iii.) When does Holy Thursday occur?
- (iv.) "The ground was in a constant state of undulation, and heaved like a fluid under ebullition." Explain the meaning of "undulation" and "ebullition."

## CONQUEST OF WALES (P. 183).

"Ruin seize thee, ruthless king!  
 Confusion on thy banners wait!  
 Though fanned by Conquest's crimson wing,  
 They mock the air with idle state.  
 Helm nor hauberk's twisted mail,  
 Nor e'en thy virtues, tyrant, shall avail  
 To save thy secret soul from nightly fears,  
 From Cambria's curse, from Cambria's tears."

- (i.) Explain the meaning of 'ruthless,' 'helm,' 'hauberk,' and 'avail.'
- (ii.) By whom is the passage supposed to be spoken?
- (iii.) Who is its author, and about what time did he live?
- (iv.) Name the 'king,' and tell why is he called 'ruthless.'  
 About what time did he live?
- (v.) Give the other name of Cambria, and tell where it is.
- (vi.) What is the antecedent of 'they' in line 4?
- (vii.) What letter is left out in 'e'en'?
- (viii.) In what sense is each of the following words used in this passage:—'Idle,' 'state,' 'mail'?

## THE GEYSERS OF ICELAND.

"As the Great Geyser explodes only once in forty hours or more, it was, of course, necessary that we should wait his pleasure; in fact, our movements entirely depended on his. For the next two or three days, therefore, like pilgrims round an ancient shrine, we patiently kept watch; but



he scarcely designed to favor us with the slightest manifestation of his latent energies."—*Dufferin*.

- (i.) What, and where, is the Great Geyser?
- (ii.) What are pilgrims? What is a shrine? What is a manifestation? What are energies? What kind of energies are latent energies?
- (iii.) Tell what you know about the author of this passage.
- (iv.) Point out the silent letters in the last sentence.

#### THE BUCCANEERS (P. 144).

1. Explain the statement: "They made an alliance offensive and defensive."

2. To what do *which* and *their*, in line 20, refer respectively

3. Where are *St. Domingo*, *Caribbean sea*, *Portobello*, *Tortuga*, *St. Christopher*, *Panama*, *Chagres*?

4. What war (in which England was concerned) arose in the 18th century out of disputes regarding smugglers? What was its effect on Walpole?

5. Give the meaning of *galleon*, *desperado*, *absolute*, *decoy*, *equitably*, *maxim*.

6. Write the plural of *desperado*. What nouns in *o* preceded by a consonant take *s* only in the plural?

7. *Leathern*. What is the meaning of the suffix *en* added to nouns? to adjectives?

8. Write other words for *outset*, *abandon*, *augmented*, *peculiar*, *efficient*.

9. Describe the dress and weapons of the Buccaneers.

#### JACQUES CARTIER AT HOCHELAGA (P. 93).

1. Give a brief account of the voyages of Cartier.

2. Where are Richelieu River, Lake St. Peter, Hochelaga?

3. Give the meaning of *palisade*, *siege*, *pinnacle*, *dissuade*, *partiality*.

4. Rewrite in more modern form the quotation beginning, 'These came to us.'

5. Describe an Indian village. What Indian village formerly existed where Quebec is now?

6. Give the meaning of *Hochelaga*. Give a few examples of Indian geographical names, with their meanings.

7. Distinguish between *sight* and *site*, *harts* and *hearts*, *cruise*, *crews* and *cruse*, *principal* and *principle*.

8. Give the meaning of the different words with the same spelling as *set*, *pole*, *fine*, *light*, *current*, *pile*, *with*, *till*.

9. What English words begin with silent 'h'? In what words is 's' silent?

10. Mark the accented syllables in *hospitable*, *beautifully*, *pinnacle*, *metropolis*, *encompassed*.

11. What is the difference between the *metropolis* and the *capital* of a country?

12. What is the meaning of *a* in *ashore*, *de* in *describes*, *ex* in *extend*?

13. *Easily*. When is 'y' changed to 'i'? Write the adverbs corresponding to *good*, *bad*, *large*, *small*, *shy*.

14. Point out the strong verbs in the first paragraph.

15. Explain the use of the hyphen in *loving-kindness* and in *entertainment* (line 35).

16. Name the principal Indian tribes which came in contact with the French in Canada.

## APPENDIX.

### NOTES—GRAMMATICAL, CRITICAL, &c.

#### THE NORWEGIAN COLONIES IN GREENLAND.—PAGE I.

*Dash.*—A mark or short line thus [—], used in writing or printing, to separate the clauses of a sentence; in reading, it requires great care in the modulation of the voice, and as a pause, is equal in length to the semicolon; in the first line of this lesson the words *itself a Norwegian colony* are thus separated. Sometimes the parenthesis is used.

*Pa-ren'-the-sis*, plural *pa-ren'-the-ses*, from two Greek words denoting to put in, to insert, a word or words placed among others, as the words *probably murder*, in this lesson; the words inserted are usually inclosed within curved lines, but sometimes within dashes, as in the first line.

*Hyphen.*—From two Greek words which signify, under one, into one, together; a mark for joining two words or syllables into one word, also to show the connection of the part of a word at the end of one line with the rest of it at the beginning of the next line; as, newly-discovered attractions, as in the book.

*Italic* (i-tal'-ic), relating to Italy, a kind of type in which the letters slope towards the right, as in the word *green*, in the thirteenth line of this lesson:—so called because dedicated to the States of Italy by the inventor, Aldus Manutius, about the year 1500. *In writing*, one line drawn under a word or words denotes that they are in italics.

*Apostrophe* (a-pos'-tro'phe, from two Greek words meaning to turn away). The contraction of a word by the omission

of a letter or letters, which omission is marked by a comma placed above the line, as call'd for called. In Anglo-Saxon, the genitive termination of many nouns was *es, is, ys* ; as Godes, leafes, mirthis, mannys ; in the 16th century, *his, her, and their* were used instead of these genitive endings, as "Fit to be made Methusalem *his* page." As cases melted away from the language, *his* took the place of *is, es, ys*, from its resemblance in sound, and *her* and *their* were introduced by an imitative process. The 's is a contraction for *his*, and extended to other cases in a similar manner,—*Rauda's son* for *Rauda his son*.

As soon as Syntax has been studied, the appropriate Rule should be given in parsing.

*Itself*.—A compound personal pronoun, nominative case after which was understood.

*Having committed*.—A present perfect participle, active voice, referring to Rauda as its subject.

*Murder*.—Nominative after *was* understood ; probably, an adverb modifying *was* ; probably it was murder.

*Fell in with*.—An awkward expression, should be *discovered*, if parsed as it is, the three words must be taken as a verb.

*Newly-discovered*.—A compound adjective.

*Comparing*.—A present participle active, referring to Icelanders as its subject, and governing picture.

*Exodus*.—The way from or out of.

*Gospel*.—Anglo-Saxon godspell, god, good, and spell, story, good news, glad tidings.

*Paganism*.—From pagan a peasant, a villager, one who worships false gods. *Christian faith*, a belief in Christ—professing christianity.

## FOUNDING OF THE NORTH AMERICAN COLONIES.—PAGE 30.

*Leaving out of view, &c.*—An independent clause, leaving may refer to *we* understood. The meaning evidently is, If we “leave,” &c., we must consider that “the French,” &c.

*Being occupied.*—A present participle passive, referring to France for its subject.

*Being brought.*—The same, with a reference to discord.

*Beginning.*—A present participle active, referring to Champlain, its subject.

*Were being formed.*—A verb passive, progressive, indicative, past. Bullion, *Am. Gr.*, calls this form “a clumsy solecism.”

*Brother-in-law.*—He was his half-brother, not his brother-in-law, as stated in the 4th Book.

*Auspices.*—The omens drawn from birds, augury, pretended knowledge of the future derived from watching birds.

*That there took, &c.*, that, a conjunction; there, an expletive adverb.

*Destined one day,* a past participle passive, refers to states, may be a part of a passive verb “were destined.”

*Independence of a Continent.*—A reference to American Independence secured by treaty in 1783, after a war of seven years. The expression is much too strong.

*Roman Catholic,* an adjective, qualifying Lord Baltimore.

*Asylum,* a place of safety from danger.

*Disabilities,* not allowed by law to hold certain offices, or perform certain duties on account of religion.

Penn, William; son of Sir William Penn a distinguished English Admiral, was born in 1644; he joined the Society of Friends, as the Quakers were called; received in payment of a debt owed to his father by the crown, the large tract of land included in the State of Pennsylvania; before taking possession he paid the Indians for the lands he was soon to settle; laid out Philadelphia (brotherly love)

in 1682. Market street, which he placed as the central street of the future city, is to-day the central street of Philadelphia. It covers a greater space than any other city in the world, London alone excepted; population in 1870, 674,000. The latter years of his life were clouded and full of trouble; death released him in 1718. The Society of Friends treated the Indians properly, and it has never been known that an Indian intentionally injured a Quaker.

**Hudson, Henry.**—A great navigator and discoverer. In 1607 he was sent by some London merchants to seek a passage to India across the north pole; afterwards, in the service of the Dutch, he discovered the Hudson river; in 1610 he essayed to find the North-West passage, passed the winter in the inland sea named after him; his men mutinied put him and eight others in an open boat to drift sink, and die among floating ice.

#### THE VOYAGE OF THE GOLDEN HIND.—PAGE 34.

*Patent*, pā'tent or pāt'ent, an official document from a Government, securing a right or privilege to some person or party for a number of years, as the exclusive right to an invention; in the lesson it was the right to colonize the New World. The derivation is from the *Latin* pater,--to be open.

*Chronicles*.—Hayes, who wrote the account of the voyage. *Barque* or *bark*.—a vessel with three masts, having the fore and main masts rigged with square sails, and the third or mizzen mast as a schooner.

*It*, a pronoun, personal, used instead of time. The time was, &c.

*Offal*.—The parts not fit for use.

*This city* should be written St. Johns.

*Salvo*.—A discharge of artillery.

*Tenton*.—A short ton, 2,000 lbs., gross ton 2,240 lbs.; a certain weight or space—in the latter case 40 cubic feet,—by which the burden of a ship is computed; as, a ship of 300 tons, that is, a ship that will carry 300 tons—ton is of the same etymology; ton is used to denote weight, tun to denote a certain measure for liquids, as, two pipes, four hogsheads, or 252 gallons equals one tun.

*Examining*.—A participial noun or verbal noun, objective case, and governs *creeks* and *bays*.

*Surveying*, the same as examining.

*Mineral men*.—Those accustomed to work among minerals—miners.

*Silver*.—One of the precious metals, and, with gold, used for money.

*Boisterous*, an adjective, attributed to weather, by continued.

*Was persuaded*, a verb, passive voice, indicative mood.

*To abandon*, a verb in the infinitive, governed by *was persuaded*.

*Merry*, an adjective, qualifying them, understood.

*Frigate*, a war vessel, larger than a corvette and smaller than a ship of the line; usually carries from 28 to 40 guns.

*We are as near*, an adverb, modifying *near*.

*As we are*, a conjunction connecting the two propositions.

*Resolute*, an adjective, qualifying soldier; when an adjective has a word or words added to complete the sense, it follows the substantive qualified thereby.

*Whereof*, an adverb—of which; used relatively, modifying *lost*.

*Watch*, the watchman on duty for the protection of the rest.

*Twelve of the clock*, now it would usually be twelve o'clock, the apostrophe standing in place of, *of the*.

*Were*, subj. mood, past tense.

*Withal*, an adverb, modifying *cried*.

## DISCOVERY OF AMERICA.—PAGE 46.

*To be checked*, a verb, infinitive, passive, present, governed by impetuous.

*Provided*, a conjunction.

*Enraged*, an adjective.

*Land were not discovered*, a verb, passive voice, subjunctive.

*Sounding line*, the cord with which the depth of water is measured. *As*, a relative pronoun, plural nominative, agreeing with land-birds.

*To lie to*, to stop, a nautical term, a compound verb, infinitive.

*Gutiérrez, Pedro* (góot-té-a'-rez pay'-dro).

*Comptroller* (kon-trol'-ler), an officer who examines and certifies accounts.

*Hymn*-(him), a sacred song—Latin *hymnus*.

*Well concerted*, explain use of the hyphen (see first lesson).

*Island*.—*San Salva-dor*, afterwards called by the English

*Cat Island*, one of the Bahá-mas.

*As soon as the sun*, so soon, the first as an adverb, the second a conjunction.

*Employed*, a past passive participié, while they were thus, &c.

*Foresee*, to know before, to anticipate.

*Consequences*, what? total extinction to their race with all that this includes.

*Children of the sun*.—See conquest of Peru, by Prescott; many nations, ancient and modern, worshipped the sun, and no wonder. See "Heat as a mode of motion," last lecture.

*Climate warm*.—Spain is a warm country, and much of its warmth is derived from the warmer waters of the Gulf of Mexico, carried by the gulf stream across the Atlantic; far beyond Spain its benign influences are appreciated. Are the trees, shrubs, and herbs of the West Indies different from those in Canada? From the W. I. we receive sugar, coffee, tobacco, cotton, logwood, mahogany, and many other of their exports.



*Canoe.*—In Canada we have the canoe made from the bark of the white birch, and also the log canoe so graphically described in Hiawatha.

*Such as*, such is always followed by *as*, in this instance *as* is a relative, objective, governed by *had*.

DEATH OF MONTCALM.—PAGE 88.

*This war had now, 1759, been raging for five years.*

*Erected lines.*—Built fortifications as defences for the city.

*Scalp them.*—The Indians mutilate those whom they slay, by cutting off the skin and hair from the top of the head.

*Bridge of boats.*—This kind of passage across streams are made by fastening boats side by side and placing planks over them.

*Retrieving the day, recovering what they had lost.*

*Having thrown.*—A present participle perfect, referring to Highlanders for its subject, and governs *muskets*, the word *to* is superfluous, if used it will be, *taken to*.

*Troops of the line.*—Regular soldiers.

*Soldiers' dress.*—Explain the use and origin of the apostrophe.

*So much the better.*—Same as, this is so much the better, so *much* and *the* are adverbs, *so* modifies *much*, and *much* and *the* modify *better*. "He *then* inquired," *then*, an adverb of time, "*then* I shall not live" &c., *then*, a conjunction equal to, *in that case, for myself*, a prepositional phrase, enlargement of subject. The comma is improperly used here.

*Any further.*—Further, an adverb, modifying *interfere*; any, an adverb, modifying *further*.

*So pray*, so I pray (you to) leave me.

*To be vanquished, &c.*—A verb, infinitive, present, governed by *me*.

*To be vanquished, &c.*, is the real subject of *is*, and for this clause *it* is used.

## JACQUES CARTIER AT HOCHELAGA.—PAGE 93.

*Hochelaga* (ho-she-lah'-ga), see page 12.

*Capable*, an adjective, qualifying boats.

*Leaving*, a present participle active, referring to Cartier.

*Hochelai* (ho-she-la-e).

*Otherwise*, an adverb modifying showed.

*Girl*, in apposition with one child.

*Vines*, the wild grape-vine ; either the northern fox grape or the summer grape.

*Taking*, a verbal noun, nominative absolute before the participle *being*.

*Occupation and means*, nominative case,

*Together* with his wife, an adverb, the style is faulty ; he and his wife came, &c., unless we consider wife not as a joint actor with him.

*Pin'-nace*, a small vessel navigated with oars and sails, rigged like a schooner.

*All which while*, a very objectionable phrase, should be, during all this time ; as it stands, all and which are adjectives, qualifying while, which is used as a noun.

*Metropolis*, chief city ; the mother city in relation to colonies.

It has no plural.

*Disclaiming*, a present participle active, referring to Cartier for its subject.

*With his accustomed piety*, an adverbial phrase, qualifying prayed.

*After having seen*, &c.—After should not be used here, but as it is, we must consider it a preposition, showing the relation between *he* and the words following, to city.

## CORTEZ IN MEXICO.—PAGE 139.

*Among*, a preposition ; shows the relation between Cortez and those who were called. Cortez was among those.

*A man*, in apposition with Cortez, used instead of *he*.

*Concerned*, a past passive participle, refers to man.

*Vessels lay to*, a nautical phrase, signifying to stop.

*Montezuma*, a noun proper, nominative case after named—  
Rule.

*What*, a compound relative, equal to that which, or the things which, first part objective, second nominative, subject to had, &c.

*Own*, an adjective, qualifying palace.

*As a servant*, *as* is a conjunction here, the sense would be clearer without it; servant in the nominative case, subject to would do, understood. Or *as* a preposition governing servant.

*As of old*, as it was of (in the) old time. *As* a last resource, a preposition, equal to for; re-commenced—explain use of hyphen. See note on first lesson.

The *first* to fall; Prescott says he was wounded by three missiles, and died sometime after this date. "I am a man," explain the inverted commas.

#### THE BUCCANEERS.—PAGE 144.

*It*, a personal pronoun, used instead of the verbal noun "to pause."

*Isolated* (is'-o-la-ted), frequently mispronounced.

*Seaports*.—St. Malo, Palos, Bristol, now little heard of; Liverpool, London, New York, are far more important.

*Than* their own, a preposition, equal to except.

*Discovered*, a past passive participle, who was, &c.

*As* a smuggler, a preposition.

*Interlopers*, persons supposed to have no right to be where they are found.

*Failure of the mine*.—The natives were at first compelled to work in the mines, but they never worked without great

trouble ; this led to the African slave trade and slavery, "the sum of all villainy," according to Wesley.

*It was taken, possession of.*—A very clumsy expression—the arrangement should be, possession of it was taken, in the &c.

*Describe* a buccaneer in full costume.

*Swarms*, great numbers.

*By boarding*, they would run their boat along side the vessel they intended to capture, fasten them together, jump on board, put all they found there to death either by the sword or by making them one by one, and blindfolded, walk on a plank over the side of the ship to perish in the sea. The reason for this fearful cruelty, they expressed by saying, "Dead men tell no tales."

Became *pirates*, nominative case—Rule.

*Loss of an arm* rated at \$500. Among the early Franks, murder was paid for according to a legal rate ; the principle was the same in both cases.

Left five hundred *men*, objective governed by left.

*Gave no quarters*, showed no mercy ; among the slave-drivers of the South the worst were said to be those who were themselves slaves. Quarters here is a military term, it is used to denote the place of lodging for soldiers or officers ; hence merciful treatment shown to a conquered enemy.

#### THE EARTHQUAKE AT CARACCAS.—PAGE 151.

*On*, a preposition, showing the relation between experienced and hand.

*Of* the other; between experienced *understood*, and hand, understood. Bells of the churches *ring*. To *ring*, a verb in the infinitive mood, governed by churches. *It* was impossible that anything could resist, a pronoun, used instead of the preposition following that.

*Nave*, the middle or body of a church.

*Troops of the line*, regular soldiers.

*Carrying* in their arms, a present participle active, referring to mothers.

*Passers-by*, those passing off the street.

*There*, an expletive adverb.

*As well as*, a compound conjunction, connecting the words preceding with these following it to "were placed"; not even food, an adverb constituting an adjunct to food, or a conjunctive adverb.

*To obtain water*, the infinitive absolute; *it*, a pronoun personal, used for to descend, &c.

*As far as*, as far, adverbs, as, a conjunction, as the Rio Guayra is.

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CONQUEST OF PERU.—PAGE 161.

*Huascar a captive*, objective case after *to be* understood.

*Just at this juncture*, just at, a compound preposition, showing the relation between made known and juncture; or just, an adverb modifying the preposition at.

*Further progress*, an adjective, comparative, positive wanting, superlative *furthest*.

*Farther*, comp. of *far*, is often used for further.

*As a sure mode*, a preposition, the same as for.

*Entering his country*, a present participle active, or a verbal noun, obj. case, and governs country.

A band of faithful nobles, &c. See a scene like this described by Scott, in his account of the great battle in "The Fair Maid of Perth." *What* had been anticipated, equal to that which, or the thing which, the first obj. governed by exceeded; the last, nom. case to, had been anticipated.

*As a puppet on the throne*, preposition equal to for. See scenes like this, and also heaps of money, described by Lord Macaulay in his article on Clive. "Clive walked

between heaps of gold and silver, crowned with rubies and diamonds, and was at liberty to help himself," &c., &c.

*Pillage*, and the spoil. See "The Burning of Moscow."

*Worse than all this*, the Spaniards quarrelled, &c., which was worse than all this could be.

THE CONQUEST OF WALES.—PAGE 183.

*Nearly*, a thousand, an adverb modifying a (one); or the two words.

*Before* (this time) understood, a preposition.

*Here was a*, an expletive adverb.

*Cutting off*, a verbal noun governed by *in*.

*Whereupon*, an adverbial conjunction connecting the propositions of which the verbs are, retaliated and claimed.

The pause after him should be a semicolon.

Him a traitor, him (to be) a traitor.

*Even when they lost*, an adverb modifying the preposition following it.

*Created him* Prince of Wales, the former the direct, the latter the indirect object.

*Since*, a preposition, shows relation between title and time.

HERMANN, THE DELIVERER OF GERMANY.—PAGE 204.

*Governor*, { noun, common, masculine, 3rd sing. nominative after *was*, understood.

*What*, { pronoun, relative, neuter, 3rd sing. nominative, after *was*; or a compound relative.

*Their*, { pronoun, personal, common, 3rd plural, possessive, possessing being ruled.

*Being ruled*, verbal noun, nominative to *was*.

*Otherwise*, an adjective (no comparison), qualifying it.

*As*, { preposition, showing the relation between sons and hostages.

*Alone*, adjective (no comparison), qualifying *valor*.

## THE BATTLE OF THERMOPYLÆ.—PAGE 235.

*After.*—"After such time as Xerxes." A preposition showing the relation between *had*—and time.

*Such as.*—"Such as they were." *Such*, an adjective qualifying force; *as*, a conjunction connecting the two propositions of which the verbs are "*defended*" and "*were*."

*Days together.*—"Two whole days together." *Days*, objective, without a governing word; *together*, an adverbial adjective, qualifying *days*. The words, usually adverbs, but often employed intensively with nouns and pronouns are: chiefly, particularly, especially, entirely, solely, only, merely, partly, together, also, even, likewise, too, &c.

*Together with.*—"Together with 20,000 other soldiers," together with, a compound preposition; of this character are: out of, from between, from beyond, over against, and the like.

*Thick as.*—"So thick as to hide the sun," *thick*, an adjective qualifying flight; *as*, a conjunction connecting the two propositions, of which the verbs are "*was*" and "*was*;" thus: "the flight of the Persian arrows was so thick as it was necessary for them to be to hide the sun."

## THE BURNING OF MOSCOW.—PAGE 228.

*Were become.*—"The victors, &c. *were become* equally British." An intransitive verb in the passive form, but not in the passive sense; it should be *had become*.

*Prey.*—"The exchange was the first building that fell a *prey*, &c." Predicate nominative, after *fell*.

## DESTRUCTION OF POMPEII.—PAGE 237.

*Watering-place.*—"A very fashionable watering-place." A noun, in apposition with the relative *what*; or, remove the

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**dash** and supply *it was*. *It was a very fashionable watering-place.*

**Then**.—"Then as beautiful, as blue, and as sunny." Which *was then* as beautiful, &c., an adverb.

**In**.—"Found himself in the impluvium." Found himself *to be in* the impluvium; a preposition.

**Beware the dog**.—An imperative noun proposition in apposition with *inscription*. The inscription, "Beware the dog," was underneath it.

**As**.—"Greek legends, such as the parting of Achilles." A relative relating to scenes and predicate nominative after some verb understood, of which Parting of Achilles, &c., are the subject.

**Forth**.—"Poured forth an ode of Horace and Anacreon." The adverb *forth* is the positive form from which are derived the adjectives *further* and *furthest*. Similarly, from the preposition *in* come the adjectives *inner*, *innermost*; and from the adverb *up*, the adjectives *upper*, *uppermost*. Such adjectives, having no positive form, are said to be defective.

**Of**.—"Of Horace or Anacreon." Is the Norman possessive here properly employed?

**Even**.—"Everything around, even the oil and the lamps." An adverbial adjective, modifying *oil* and *lamps*. Other words commonly adverbs, but often employed intensively with nouns and pronouns, are: *chiefly*, *particularly*, *especially*, *entirely*, *solely*, *only*, *merely*, *partly*, *together*, *also*, *likewise*, *too*.

**Something**.—"Something like a pine-tree;" that is, *something like a pine-tree*. An adverb.

**But**.—"Nothing could be seen but flashes"; that is, *except flashes*. But=except, is a preposition.

**Every now and then**.—"The flashes which every now and then." The distributive *every* intensifies the meaning of



*now* and *then*, and may therefore be called an adverb of degree, modifying the adverbial phrase "now and then." The flashes burst forth *very rapidly*.

*For ever*.—"Blotted it out forever." Join the two words into one and parse it as an adverb; or parse them separately—for, as a proposition, and ever, as a noun. Give similar examples.

*Just*.—"The inhabitants died just as the catastrophe found them;" that is, "*just as they were* when the catastrophe found them." *Just*, in the sense of *exactly*, is an adverb, modifying the adverbial character of the dependent proposition *as they were*.

*A few*.—"A few days afterwards people came from the surrounding country." The adjective *a* limits the whole expression *a few days*. Similarly, "Columbus was the first white man that set foot in the New World," *first* limits the expression "white man." He certainly was not the *first man*. Give similar examples.

*Much*.—"They found the city pretty much as it was." *Much*, in the sense of *nearly*, is an adverb, modifying the adverbial character of the proposition *as it was*.

*Very*.—"The skeletons stood in the very positions." An adjective, qualifying *positions*.

*Up*.—"The ghost of an extinct civilization rising up before us." In what other way than *up* can anything rise? Avoid such expressions as, *rise up, sink down, return back, free gratis*.

*Took place*.—"This took place on the 23rd of August." *Took place*, that is, *happened*, is a verb.

#### TAKING OF GIBRALTAR.—PAGE 244.

*Whereupon*.—"Whereupon the Admiral ordered Whitaker." An adverbial conjunction, connecting the propositions of which the verbs are, *were driven and ordered*.

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*Which.*—"Which the Spaniards, no longer able to maintain, "blew up." A relative pronoun, the object of the verb, *blew up.*

*Half-way.*—"Half-way between the mole and the town." An adverb, modifying the phrase, *between the mole and the town.*

*But for calm.*—"But for the circumstance of its being a calm." But, a preposition, governing *for the circumstance of its being a calm.* For, a preposition, governing *circumstance.* Calm, a noun, objective case after *being.*

*Fit.*—"Thought fit to withdraw his forces." Fit, an adjective, qualifying the phrase, "*to withdraw his forces.*"

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#### DEFECTIVE CHARACTER OF THE ENGLISH EDUCATION FURNISHED IN OUR PUBLIC SCHOOLS.

*Reprinted by permission of Prof. Young, from his report on High Schools to Chief Superintendent of Education in 1867.*

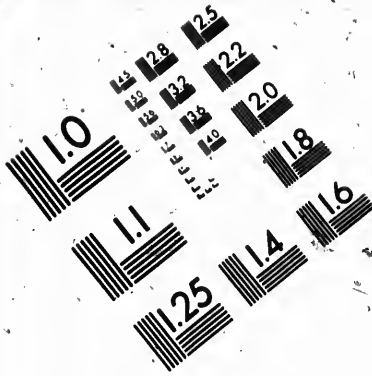
Before proceeding to sketch a curriculum which I would substitute for Latin and Greek, in the case of those pupils for whom I consider the study of classics unsuitable, I must refer to the low character of the English education at present furnished in our Public Schools. And let me say at once, passing over all minor points, that in a very large number of our Common and Grammar Schools, even of those in which superior educational results might be looked for, many of the most advanced pupils, at an age when they ought to be able to go forth and reap the whole harvest of English Literature, are unable to read a page of an ordinary English author with intelligence. It will, I presume, be admitted, that, whether



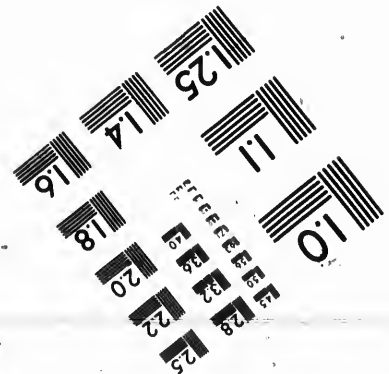
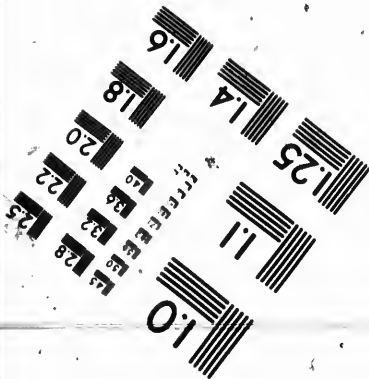
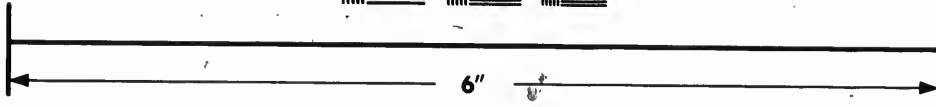
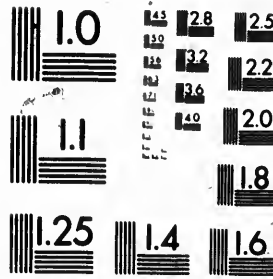








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our higher school pupils learn Latin or not, they ought, at any rate, to learn English. A girl, sixteen or seventeen years of age, has not, in my opinion been decently educated, even though she may have been dragged through the whole, or a portion, of Harkness' Latin Books, if she cannot sit down and read a few pages of Cowper's Task, or a few pages of Thomson's Seasons, with a clear apprehension (making allowance for exceptional difficulties) of their meaning. But this is what many grown girls, who are wasting their affections on Harkness in our Grammar Schools, cannot do. Again and again, during the last six months, when I have met with classes of young ladies unable to attach any ideas to common English sentences, and ignorant even of the signification of common English words, I have felt grieved indescribably. If girls leave school unable to read an English author intelligently, the result will be that, in their own homes, they will not spend any portion of their time in useful reading. They will occupy their leisure evening hours in mere frivolity, or, if driven occasionally to have recourse to books, they will take up, for the sake of vulgar sensation, some silly novel, which makes no demand on the thinking faculty, presents no true picture of life, and, instead of adding to the riches of the mind, exercises a deteriorating influence. Such a result as this, in the case of girls of average ability and character, would, I am persuaded, under a proper educational system, be the exception and not the rule. I am afraid that at present it is as often the rule as the exception.

As an illustration of the evil which I am endeavouring to describe, I will take a school, which is not by any means of the poorest class, and which is conducted by a master of much more than ordinary ability and

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zeal. On the 11th of June, 1868, there were on the roll of the Grammar School at ———, 26 boys and 32 girls, all studying Latin. A considerable number of the girls were young ladies, whose school education must have been near its close—young ladies sixteen, seventeen, or eighteen years of age; some of them perhaps even older. The boys, with one exception, were a good deal younger. Once a week, the Grammar School pupils and the two upper divisions of the Common School, which is united with the Grammar School, under the Principalship of the Grammar School Master, are brought together for the purpose of reading passages in English, which have been previously selected and studied. I mention this to show that the study of English is not neglected in ———; the truth being that more attention is paid to English in that village than in most other localities which I have visited. The weekly English recitations to which I have referred are fitted to be very beneficial. I had an opportunity of witnessing one of them, and was amused with the spirit which some of the junior boys, in particular, threw into a simple dialogue which they rendered in character. The manifest interest which the little fellows took in the exercise was a proof, if I had needed any proof, of the charm with which lessons in English may be invested under a master who understands his business. But the point to which I wish to come is, that, in spite of the measure of attention paid to English in ———, and notwithstanding the ability of the Principal of the school, the incapacity of the pupils to interpret any English sentences presenting a shadow of difficulty was strikingly exhibited. For instance one of the pieces recited in my hearing was the poem of Mrs. Hemans, entitled "The Graves of a household." The

whole thought and sentiment of the poem lie in the last two lines :—

“ Alas for love, if thou wert all,  
And nought beyond, O earth ! ”

The idea that human affection would be a poor thing if man's existence and love were limited to the present life is not so profound, nor is it expressed by Mrs. Hemans in so abstruse a manner as that properly educated girls—sixteen, seventeen, or eighteen years of age—should have any difficulty in comprehending it ; and yet it was comprehended by not one girl in the ———. Not one of the intelligent young ladies present—and when I say *intelligent*, I am speaking without the slightest irony—could tell to what the pronoun “ thou ” refers. The master called up in succession about half-a-dozen of those whom he considered most likely to be able to solve the problem, but they all failed. Several of them expressed the opinion that “ thou ” refers to “ love.” I asked them—Did Mrs. Hemans mean to say,

Alas for love, if love were all ?

They saw that this was nonsense ; but even then they were unable to point out the reference of the pronoun, or to give any indication of the meaning of the lines. Another piece recited was Eliza Cook's poem on “ An Old Arm Chair,” in which the line occurs,

“ Say it is folly, and deem me weak.”

Not a boy in the school, except one, who (I believe) had been a Common School teacher, knew the meaning of the word *deem*. This may seem to you incredible. It would have seemed incredible to me a short time ago. But I have discovered that a deep and widespread ignorance of the signification of English words prevails among even the advanced pupils in

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many of our Grammar Schools. I have met with grown girls who, after reading Mrs. Sigourney's stanzas on the "Coral Insects,"

"Who build in the tossing and treacherous main,"

could not tell me what the *main* is. It was by no means uncommon to find grown girls who had only partially correct conceptions of the force of the epithet *treacherous* applied to the main. Comparatively few Grammar School pupils have been able to explain to me the term *circumscribed* in Gray's Elegy—

"Nor circumscribed alone

Their growing virtues, but their crimes confined;"

and still fewer to attach any idea to the phrase *loose revolving* in Thomson's description of a snow-storm—

"in his own loose revolving fields the swain  
Disastered stands."

I was informed by one Grammar School pupil that a *swain* is a species of bird; and a considerable number of the young ladies whom I had the privilege of examining considered the term to be synonymous with lover, though they were rather in the dark as to what the lover could be about, when he was standing disastered in his own loose revolving fields.

The ignorance of their own language, manifested by the pupils of our Provincial Schools, enables me to understand what earnest writers on education are beginning to discover and to proclaim regarding the state of things in other countries. The following passage from a lecture on English in Schools, by Professor Seeley, while it may serve as a confirmation of what I have been saying, will show how very serious, in the estimation of that distinguished scholar, is the defect I have endeavoured to describe. Professor

Secley's incidental allusion to Latin and Greek is worthy of notice in passing, particularly by those who are accustomed to assume that the best way of becoming acquainted with the English language is wholly to neglect the study of it for the sake of the ancient classical tongues. "I think that an exact knowledge of the meanings of English words is not very common even among highly educated people, which is natural enough, since their attention has been too much diverted to Latin and Greek ones. But the ignorance in this department of the class I have most in view, those who leave school at fourteen or sixteen; is deplorable. It is far more than a mere want of precision in the notions attached to words. It is far more also than a mere ignorance of uncommon and philosophical words. There is a large class of words in the language, originally perhaps philosophical but which have passed so completely into the common parlance of well-educated people, that they cannot now be called philosophical, but which remain, to the class I speak, of perfectly obscure. The consequence is that such people, in reading not merely abstruse books, but books in the smallest degree speculative or generalizing, constantly mistake the meaning of what they read. It is not that they understand their author imperfectly; they totally misunderstand him, and suppose him to say something which he does not say. It is no wonder that such persons have no turn for reading, in fact, it is scarcely to be wished that they should. But all this is plainly owing to the fact that they have never been taught English."

#### ENGLISH HIGH SCHOOLS NEEDED.

It has been shown, that, for the great majority of the pupils who crowd our Grammar Schools, the study

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of Latin is unsuitable; and also, that as a rule, the advanced pupils, male and female, in our public schools, fail to receive a decent English education:— for I will call no English education *decent*, which dismisses grown boys and girls from school unable to read ordinary English authors intelligently. It follows, that to bring our educational system into a right condition, it is not enough that an end be put to the unnecessary study of Latin; a thorough reformation must at the same time be made in the teaching of English. In fact, the evils which have grown to a head in our Grammar Schools, appear to indicate that the time has arrived for the organization of a different sort of schools from either the Grammar Schools or the existing Common Schools.

Children under thirteen years of age, who do not mean to take a classical course of study, have no educational wants which the Common Schools, properly conducted, are not fitted to supply. For children of thirteen and upwards, who have already obtained such an education as may be got in good Common Schools, it would, I think, be well to establish English High Schools:—a designation which I borrow from the United States, though unfortunately I have only a very vague idea of what the High Schools of the United States are.

I consider it essential, that in the admission of pupils to the High Schools, both age and attainments should be taken into account, in order, on the one hand, that these schools should not be flooded with small boys and girls, for whom the Common Schools are perfectly adapted, and on the other, that large boys and girls who have been inattentive or ill-behaved in the Common Schools should not become a burden on the High Schools, in whose business they are unfit

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to take part. Children, to be eligible to the High Schools, should be able to read with fluency, and to parse and analyse all sentences of an ordinary kind. It is surely not too much to expect such work as this from the Common Schools, and to require that children not meaning to study Latin, should remain in the Common Schools till they can do it. Those pupils for whom no higher education is desired, or whose circumstances in life compel them to leave school before they can attain to any thing higher, need never pass beyond the Common Schools.

1. *Study of the select works of good English Authors.*—It being assumed that such exercises as parsing and the analysis of sentences have been properly and fully attended to in the Common Schools, the pupil, on entering the High School, should proceed to the study of select works of good English authors; the object contemplated being not technical grammatical practice but a mastery of the meaning of the writer, and, as far as possible, an entering into his spirit.

Of course, boys or girls of thirteen, even though they may have been well trained in the Common Schools, will be unable to read intelligently the more profound English authors. It will therefore be necessary, in the High Schools, to commence with easy and interesting books, of an objective character; and to pass gradually to what is more difficult. Here again I may quote from Professor Seeley. "The selection of the series of writers to be read in the classes is an important question. I should like to see it differing in different schools, but constant in some main features. You would naturally begin with what is most attractive to young boys, such as Macaulay's "Lays," Kingsley's "Heroes," Scott's "Poems and Tales of a Grandfather." You would put at the end of the

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course the older poets and the philosophical writers, but I should like to see introduced every where, about the middle of the course, Plutarch's Lives, in the translation, Pope's Iliad, and Worsley's Odyssey. I will undertake to say that the reading of these three books would more than counterbalance all that the boys might lose in the knowledge of antiquity by giving up the classics."

2. *Structure of sentences ; Allusions ; Figurative Representations ; Signification of Words.*—As the pupil is now mainly concerned about what may be termed the literary content of the works with which he is engaged, nothing should be overlooked that can contribute to his perfect apprehension of the meaning of what he reads. Where peculiarities of construction present themselves, they should be cleared up, though it ought not to be necessary in ordinary cases to waste time on mere matters of syntax. Historical, biographical and mythological allusions should be mastered. In reading, for instance, the well-known address to an Egyptian-Mummy, a pupil should not be allowed to swallow the Memnonium, making no bones, any more than, in the High Schools of Edinburgh, or in one of our good Grammar Schools, a boy whose lesson was the Ode of Horace, "*Te maris et terrae, &c.*," would be permitted to escape without knowing anything about Panthoides. Care should be taken that facts and principles are laid hold of. Similes should be explained ; metaphors unfolded. Above all, a rigid account should be required of the meanings of words. This part of the exercises of the literary classes might easily, in the hands of a teacher, who was ambitious to excel, and who did not grudge the labour without which excellence is unattainable, be invested with great variety and interest. Books like Trench's "Eng-



lish past and present," and Trench's "Study of words," furnish a mine of materials, which a teacher might with advantage use, to make his examinations on words delightful and instructive.

3. *Trains of Argument; Education of the Discursive Faculties; Elements of Formal Logic.*—It would of course be a part of the business of the pupils in the High Schools to master the trains of reasoning occurring in the works which they studied. Recently, a lady who, after spending some years at what was considered a good private school in Canada, had gone to a school in the United States, gave me a suggestive account of one of her first experiences in this latter school. The class in which she was placed was studying one of Dr. Paley's works—either his "Natural Theology," or his "Evidences of Christianity." She had not become familiar with the manner of conducting the class, when she was startled by the teacher calling on her to state "the next step in the argument." It was as if a thunderbolt had fallen at her feet. She had never previously been made to understand that it was necessary to attend to the arguments contained in the books. Now why should not the boys and girls of our Canadian schools, as well as those in the United States, be trained to comprehend an argument and to estimate its value?

I confess that I do not see why we might not, with a view to the full development of the discursive faculties of the advanced pupils in the High Schools, go even farther than I have yet indicated, and give a place in our curriculum to the elements of Formal Logic. The name of Formal Logic, may perhaps appear terrible—*monstrum horrendum, informe*—but from considerable experience as a teacher, I can state positively that the fundamental principles of the

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science can easily be mastered, even by pupils who have had little previous mental discipline, and that they admit of being made very interesting. Suppose, then, a passage containing an argument on some important topic to occur in the ordinary course of reading. What I would suggest is, that the pupil, after stating in a free and natural manner the outline of the reasoning, might be required to throw the argument into syllogistic form. Such an exercise, occasionally (it need not be very frequently) performed, would give precision and vigour and facility to the movements of the understanding.

4. *The minds of the Pupils brought into contact with Truth and Beauty*.—The quickening contact with truth and beauty, into which the pupils in the High Schools would have their minds brought in studying the works of good English authors, is a circumstance of unspeakable importance. Suppose that an ingenuous girl were to read even a single poem like Milton's "L'Allergo," under the direction of a teacher competent to guide her to a thorough appreciation of such a work, and that the poet's general conception, and the wonderfully felicitous musical details in which it is developed, were to enter into her imagination, so that the whole should live there, and become in her experience "a joy for ever," can it be doubted that this would be worth all the Latin, ten times over, which most girls learn in our Grammar Schools? Why should children not have their intellectual natures nourished and enriched through familiarity with exquisite thoughts and images, instead of being starved on lessons about trifling or common place matters? When all human passions and affections, as delineated by writers who have remained faithful to nature—when the varieties of human life actions and their tendencies, the im-

mortal representations that literary genius has bequeathed to the world, the analogies that poets love to trace, can be set before the pupils in our schools, why should we answer all their conscious and unconscious aspirations after what Matthew Arnold calls light and sweetness, by informing them that Caius dwelt for two whole years at Rome, or, that the rule in Latin is to put the direct object of an active transitive verb in the accusative case?

5. *English Composition.*—With the reading and intelligent and (as far as possible) appreciative study of good English authors, the theory and practice of English composition would naturally be associated. This branch should receive a large measure of attention. At present it is greatly neglected, and it would be strange if the case were otherwise; for the children in our schools obtain, under existing circumstances, only a wretchedly scanty stock of ideas; they come into the possession of little real knowledge; and it is of no use trying to instruct children how to say a thing, when they have nothing to say.

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