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THE CANADA

# EDUCATIONAL MONTHLY AND SCHOOL MAGAZINE.

MARCH, 1885.

EXTRACTS FROM AN ADDRESS TO PUBLIC SCHOOL  
TEACHERS.

BY REV. SEPTIMUS JONES, M.A.

WE pride ourselves, and not without cause, upon our system of Public School Education. That it is perfect and capable of being in any way altered for the better, is what even its greatest admirers will scarcely venture to assert.

I am not sure but that our danger lies somewhat in the other direction. Those who have in their hands the moulding and guiding of our educational system, etc., either politicians or the servants of politicians, bound to signalize in some way the glory of their administration, are very apt to mount educational hobbies, and to be caught by new ideas and to be led to make experiments.

Almost any system of tolerable merit, steadily adhered to, is incomparably better than a quick succession of changes, which, however excellent in themselves, are costly and perplexing to the public and distracting to the teacher.

And I would here record with patriotic pride that, as a people, we

Canadians seem to be born educationists; so that from the Minister of Education himself down to the most ignorant School Trustee who cannot spell his own official title with correctness, we all feel fully competent to deal with this great question.

I know of no subject under the sun (unless we except the matter of preaching) upon which men and women not apparently qualified by any special knowledge, training or experience, can deliver themselves with so much authority, or in which they will intermeddle with so much confidence, or wherein they will so complacently undertake to direct others how to do what they are utterly incapable of doing themselves as this same matter of education.

But I will endeavour to refrain my lips and to confine my remarks as strictly as possible to such topics as would seem to be of direct and practical interest to yourselves.

I cannot resist the temptation, how-

ever, of reiterating the view which is steadily gaining ground among us, that our Public School system as a whole is not adapted to a country which now is, and must long continue to be, mainly given to agriculture and industrial pursuits—that the curricula and examination methods in vogue from the Universities downwards lend themselves too much to a superficial and unpractical education, and that the course of studies, even in our elementary schools, is in many respects too complex, barren and pretentious.

The remedy for these evils, it may be said, does not lie in your power or in mine; yet each of us in our several spheres may do something, be it ever so little, towards the formation of a sounder public opinion which will in due time bear good fruit, and lead to wiser action in this important matter.

No offence will, I trust, be taken when I record my deep conviction that, while the views of professional educators of every degree are worthy of the most respectful consideration, and ought to be fairly represented in any body of men to whom the moulding and guiding of our educational system is committed, yet to place the whole matter almost exclusively in professional hands, would be a mistake of the gravest character.

The natural tendency of the professional mind is to lose sight of the end in the means.

The preacher, for example, is continually tempted to regard the sermon as a work to be appraised as good or bad in itself, forgetting that its value is mainly relative, that it is merely a means to an end, an instrument designed to effect a certain practical result, and that the tool must be adapted to the material upon which it is intended to operate, and must *succeed* in obtaining the desired result. Although taken in itself, it

may be excellently composed and well-delivered, yet as a sermon which neither instructs nor persuades, it may to this audience be *bad* because it is a *dead failure*. Of this latter point the common people, who may know little or nothing of technical theology, are better judges than the preacher himself. There is such a thing as a well-made or an ill-made coat as a work of art, of which point a jury of skilful tailors would be the most competent judges; but to decide practically whether or not a particular coat is really a good one, something more is required. We want to know whether it fits the man it is made for, and what kind of work the man is to do in it, and the price he is prepared to pay. If I am the man who is to wear the coat and foot the bill, I should like to have some little say in this matter.

Thus our educational tailors, however skilfully they may wield the shears, need to be continually confronted with their customers, not however as represented in the persons of ward politicians, or even of members of our Provincial Legislature, but by parents and friends of youth, chosen men and women of blameless character, fair education and good common sense—persons not at all under the domination of professional ideas, but who know what the country requires. Thus it comes to pass that a very plain sort of man, if he has only common sense, and honestly desires the welfare of the school, may make a very useful trustee. But to engage a high-minded educated man, or a refined and intelligent woman, trained and competent and full of that enthusiasm and sympathetic sensibility which mark the temperament of a successful teacher, and then to subject him or her to the pragmatism of intermeddling of some vulgar and illiterate busy-body of a trustee, or worse than all, to some blatant ward

politician who simply uses the school as something to put his foot on, as a first step towards power—this is frightful. It makes my blood boil to think of it. It ought never so to be.

There should be no difficulty in getting fit and proper persons to take this office. They should be called out by requisition, and elected on the same day as the aldermen; and the very fact that a man asks anyone to vote for him should, in any proper state of things, be a sufficient and decisive reason for not giving him a vote. But to return. I was speaking of our proneness to lose sight of the end in the means. System is good as a means, but a wretched thing as an end. Drill is needful for an army, and a drill sergeant is a useful officer, but make him a general and he will probably prove that most intolerable of all bores, a military martinet—to all true soldiers a vanity and vexation of spirit. System is good, but only as a means to an end. Our educational system is a bureaucracy—the tendency of which, unless carefully guarded, is to reduce the teachers and pupils of the country to a set of mechanical puppets, who must needs dance just as their masters may choose to pull the strings, or, if I may be allowed to use the metaphor, to produce teachers and pupils of one settled type like so many bricks turned out of a machine, all of one weight, size and shape, and bearing the stamp of the manufactory. It is Dutch gardening. I think it is a very wise thing on the part of the Bureau of Education that, as an expressive and continual reminder of the tendency of system, they have caused a privet hedge to be made from the street up to the office doors. There they see an instructive emblem of that kind of perfection to which you, dear teachers, together with your pupils, might finally be brought. Nature is here very largely relieved from her duties.

No vagabond or disorderly growth is here permitted. An almost mathematical uniformity prevails.

With outstretched tape-line and official shears the garden superintendent cautions the young idea not to shoot, and clips off each exuberance. Every spontaneous outgrowth of individual development is sharply pruned; every play of original thought and fancy is checked; and all is reduced to one common type and level uniformity, which must be an object of delightful contemplation to every purely official mind.

System is good, but only as a means to an end. What we want is to draw out and apply to the greatest advantage the powers both of the teacher and the pupil. Whatever method does this best is the best method. The human mind presents inexhaustible varieties. No two teachers or pupils are constituted exactly alike. For any mortal man to sit at an office table, and thence attempt to regulate all the details of the methods of every teacher in the country, is almost like arrogating to himself the attribute of omniscience. If it happens to be a professional teacher who is seated at that table, he will be tempted to impose his own hobbies; and the modes which used to suit him best must, he thinks, equally suit every other right thinking teacher in the country. If he is not an experienced teacher, he will be apt to issue regulations which are practically vexatious at every turn, and in many cases altogether impracticable.

While I would sternly guard the grand outlines and insist inexorably upon certain simple, definite, and attainable results, I would plead for more liberty for individual teachers. Real improvements as to methods of teaching, valuable suggestions as to school organization and management, are far less likely to emanate from the official brain, than from intelligent,

enthusiastic and successful teachers. It is upon such points that their advice is specially to be prized. What we want in teachers' conventions is not new and untried theories, or flowing orations about impossible projects of reform outside the school room itself, but the testimony of faithful and intelligent teachers, who, being allowed a wise liberty and discretion, have within those bounds tried certain methods and found them actually succeed. Found them succeed. "Ah! there," you say, "is the difficult point—what do you mean by success?" I freely admit, my friends, that this is a difficult point. Do I mean the figures which come out as the result of examinations? No and yes. I have had a great deal to do, first and last, with this matter of examinations, and my views concerning them have swayed from side to side.

Examinations in some shape we are bound to have. I do not see how any really good, solid teaching can be done without them. Too many examinations from outside are to every competent teacher an interruption, grief and nuisance. The examination system in our schools and colleges, when in the hands of the teachers themselves, is, so far as I am qualified to give an opinion, straightforward, helpful and judicious, but outside this, from the University down to the combined examinations of our Public Schools in Toronto, the system, if in any worthy sense it may be called a system at all, is—to my mind—delusive and profoundly unsatisfactory. I do not say this, I trust, in any carping spirit, or without sympathy with the difficulties of those who might seem at first sight, mainly responsible for what I honestly regard as a failure.

The obstacles to a true reform here are so huge, the causes of failure are so inextricably interwoven with our whole educational system—the reform would need to be so thorough from

head to foot—that for one such as myself to attempt here in a few brief sentences to deal with so vast a subject would be hopeless, and simply an act of presumption.

Two or three words, however, will suggest to you my line of thought, if I had space to work it out. Examination papers should be set, for the purpose of ascertaining, *not* what a pupil does not know, but to bring out what he ought to have been taught, and may reasonably be expected to know and to be able to produce. Examination papers should be composed upon certain settled principles, and within certain fixed and clearly defined limits, announced before hand to the teachers, and should practically be a guide and spur to the whole course of study in our schools and colleges. Examinations should be set that any faithful, intelligent teacher may know when his work is done and his pupils are prepared to pass with at least a moderate degree of credit. Examination papers should be so drawn up as to discourage and discredit the mere cramming of textbooks, or the anxious guaging of the peculiar noddles of individual examiners, or the rummaging among former series of questions, except in so far as one might discover the *principles*, if any, upon which the examinations are conducted.

Examiners should be trained men of the highest culture and ability, who have given themselves up to this very thing, under whose hand the examination papers, slowly, thoughtfully and skilfully composed, would gradually grow into instruments of precision, and become models of method and objects of attentive study and respect to all the teachers of the land. And such men should be well remunerated for their services.

These are some of the principles which at once suggest themselves. If they are sound, then our present way

of conducting examinations cannot be approved.

You hear a good deal said at the present time about high pressure in our Public Schools. Is there a cause? Now, on this matter, I will venture to tell you what I really think.

There are many points in school life, of which you as teachers are the best judges, and upon which you need pay very little attention to what grumbling parents choose to say. But it is not so as to the point now before us. Here the parents have a right to speak and you to listen, and if the evil to any extent prevails, you all, from the Inspector downwards are bound if possible to find a remedy.

Now bear with me when I unhesitatingly assert that there is too high pressure, and that very often the parents or elder sisters have to do much of the teaching while the teachers hear the lessons recited.

Some may deny this, but I know it to be a fact; and if the school children and parents of Toronto could hear my voice to-night, and were called to answer the question "Is this so?" you would hear a chorus that would pierce the innermost chambers of the Education Office. To my mind school is the place for brain and book work—home the place for housework and handwork and recreation. Our children up to the age of twelve or fourteen ought never to be allowed to take their books away from the school-house at all. What they can do by strenuous efforts in five or six hours there should be done, and what cannot be thus accomplished should be left undone. Even in the best graded classes there must be a wide range of difference in ability. What some can do in a few minutes without an effort others will not accomplish in as many hours. The attempt of the slower ones to make up by hours of evening toil for their lack of natural quickness is what injures

their bodily and mental health, and distresses their parents. But you say, who is responsible for this? I answer you are, in a certain degree, but only partially so. You yourselves are just as much sufferers by the high-pressure system as your scholars are. It is the spirit of the age. We are all living too fast, and trying to do too much.

The course of school studies is to blame. Much of the English grammar, the arithmetic, the geography and history are not worth the time which is spent on them. Beyond some simple principles of analysis, I place scarcely any value whatever upon the English grammar as puzzled over by our younger scholars, when they ought rather to be learning practically to put together correctly in speech or writing their own language.

The geography is largely a mass of mere names crammed into one ear and shortly after dropping out of the other. But I know you are not the persons chiefly to blame in this. There is the course, and you and your pupils, full of generous emulation, are bound to make the best figure you can in it. Whoever is to blame, there is something wrong in the whole business.

The very fact that clear distinct, intelligent and tasteful reading—which is the outcome of the whole culture of the child—should count for so little, is one of those symptomatic facts which speaks volumes.

Shall I tell you kindly how I think this thing ought to be. Less should be attempted, and that lesser amount should be reviewed, and reviewed, and reviewed; and then reviewed again until things that are worth remembering are wrought like the multiplication table indelibly into the very fibre of the brain.

A certain portion of the school time should be devoted to the preparation

of lessons, and the children should be taught how to learn them, and quicker pupils might be allowed to help the slower.

At three o'clock all who have done their work should be allowed to go. Those who have not might be detained. Those who wish to take more time for study might be allowed to remain till four or five. But after

that no honest boy or girl must study, nor take away their books. This means harder work for you teachers, but by relieving one another the labour might be much diminished, and I believe that parents would be only too glad that occasional teachers to fill up the extra hours should be engaged. This would be much better than paying doctor's bills.

## NOTES ON POPULAR ENGLISH.

BY THE LATE ISAAC TODHUNTER.

I HAVE from time to time recorded such examples of language as struck me for inaccuracy or any other peculiarity; but lately the pressure of other engagements has prevented me from continuing my collection, and has compelled me to renounce the design once entertained of using them for the foundation of a systematic essay. The present article contains a small selection from my store, and may be of interest to all who value accuracy and clearness. It is only necessary to say that the examples are not fabricated: all are taken from writers of good repute, and notes of the original places have been preserved, though it has not been thought necessary to encumber these pages with references. The italics have been supplied in those cases where they are used.

One of the most obvious peculiarities at present to be noticed is the use of the word *if* when there is nothing really conditional in the sentence. Thus we read: "If the Prussian plan of operations was faulty the movements of the crown prince's army were in a high degree excellent." The writer does not really mean what his words seem to imply, that the excellence was contingent on the fault:

he simply means to make two independent statements. As another example we have: "Yet he never founded a family; if his two daughters carried his name and blood into the families of the *Herrerias* and the *Zuñigos*, his two sons died before him." Here again the two events which are connected by the conditional *if* are really quite independent. Other examples follow: "If it be true that Paris is an American's paradise, symptoms are not wanting that there are Parisians who cast a longing look towards the institutions of the United States." "If M. Stanilas Julien has taken up his position in the Celestial Empire, M. Léon de Rosny seems to have selected the neighbouring country of Japan for his own special province." "But those who are much engaged in public affairs cannot always be honest, and if this is not an excuse, it is at least a fact." "But if a Cambridge man was to be appointed, Mr. — is a ripe scholar and a good parish priest, and I rejoice that a place very dear to me should have fallen into such good hands."

Other examples, differing in some respects from those already given, concur in exhibiting a strange use of the word *if*. Thus we read: "If the

late rumours of dissension in the Cabinet had been well founded, the retirement of half his colleagues would not have weakened Mr. Gladstone's hold on the House of Commons." The conditional proposition intended is probably this: if half his colleagues were to retire, Mr. Gladstone's hold on the House of Commons would not be weakened. "If a big book is a big evil, the 'Bijou Gazetteer of the World' ought to stand at the summit of excellence. It is the tiniest geographical directory we have ever seen." This is quite illogical: if a big book is a big evil, it does not follow that a little book is a great good. "If in the main I have adhered to the English version, it has been from the conviction that our translators were in the right." It is rather difficult to see what is the precise opinion here expressed as to our translators; whether an absolute or contingent approval is intended. "If you think it worth your while to inspect the school from the outside, that is for yourself to decide upon." The decision is not contingent on the thinking it worth while: they are identical. For the last example we take this: ". . . but if it does not retard his return to office it can hardly accelerate it." The meaning is, "This speech cannot accelerate and may retard Mr. Disraeli's return to office." The triple occurrence of *it* is very awkward.

An error not uncommon in the present day is the blending of two different constructions in one sentence. The grammars of our childhood used to condemn such a sentence as this: "He was more beloved but not so much admired as Cynthia." The former part of the sentence requires to be followed by *than*, and not by *as*. The following are recent examples: "The little farmer [in France] has no greater enjoyments, if so many, as the English labourer." "I find public-school boys generally more fluent,

and as superficial as boys educated elsewhere." "Mallet, for instance, records his delight and wonder at the Alps and the descent into Italy in terms quite as warm, if much less profuse, as those of the most impressive modern tourist." An awkward construction, almost as bad as a fault, is seen in the following sentence: "Messrs. — having secured the co-operation of some of the most eminent professors of, and writers on, the various branches of science . . ."

A very favourite practice is that of changing a word where there is no corresponding change of meaning. Take the following example from a voluminous historian: "Huge pinnacles of bare rock shoot up into the azure firmament, and forests overspread their sides, in which the scarlet rhododendrons sixty feet in *height* are surmounted by trees two hundred feet in *elevation*." In a passage of this kind it may be of little consequence whether a word is retained or changed; but for any purpose where precision is valuable it is nearly as bad to use two words in one sense as one word in two senses. Let us take some other examples. We read in the usual channels of information that "Mr. Gladstone has issued invitations for a full-dress Parliamentary *dinner*, and Lord Granville has issued invitations for a full-dress Parliamentary *banquet*." Again we read: "The government proposes to divide the occupiers of land into four categories;" and almost immediately after we have "the second class comprehends . . ." so that we see the grand word *category* merely stands for *class*. Again: "This morning the *czar* drove alone through the Thier-garten, and on his return received Field-Marshal Wrangel and Moltke, as well as many other general officers, and then gave audience to numerous visitors. Towards noon the *emperor Alexander*, accompanied by the Russian grand dukes,



paid a visit . . ." "Mr. Ayrton, according to *Nature*, has accepted Dr. Hooker's explanation of the letter to Mr. Gladstone's secretary, at which the first commissioner of works took umbrage, so that the dispute is at an end." I may remark that Mr. Ayrton is identical with the first commissioner of works. A writer recently in a sketch of travels spoke of a "Turkish gentleman with his *innumerable* wives," and soon after said that she "never saw him address any of his *multifarious* wives." One of the illustrated periodicals gave a picture of an event in recent French history, entitled, "The National Guards Firing on the People." Here the change from *national* to *people* slightly conceals the strange contradiction of guardians firing on those whom they ought to guard.

Let us now take one example in which a word is repeated, but in a rather different sense: "The grand duke of Baden sat *next* to the emperor William, the imperial crown prince of Germany sitting *next* to the grand duke. *Next* came the other princely personages." The word *next* is used in the last instance in not quite the same sense as in the former two instances; for all the princely personages could not sit in contact with the crown prince.

A class of examples may be found in which there is an obvious incongruity between two of the words which occur. Thus, "We are more than doubtful;" that is, we are *more than full* of doubts: this is obviously impossible. Then we read of "a man of more than doubtful sanity." Again we read of "a more than questionable statement:" this is I suppose a very harsh elliptical construction for such a sentence as "a statement to which we might apply an epithet more condemnatory than *questionable*." So also we read "a more unobjectionable character." Again: "Let the Second Chamber be composed of elected

members, and their utility will be *more than halved*." To take the *half* of anything is to perform a definite operation, which is not susceptible of more or less. Again: "The singular and almost excessive impartiality and power of appreciation." It is impossible to conceive of *excessive impartiality*. Other recent examples of these impossible combinations are, "more faultless," "less indisputable." "The high antiquity of the narrative cannot be reasonably doubted, and almost as little its *ultimate* Apostolic origin." The ultimate origin, that is the *last beginning*, of anything seems a contradiction. The common phrase *bad health* seems of the same character; it is almost equivalent to *unsound soundness* or to *unprosperous prosperity*. In a passage already quoted, we read that the czar "gave *audience* to numerous *visitors*," and in a similar manner a very distinguished lecturer speaks of making experiments "*visible* to a large *audience*." It would seem from the last instance that our language wants a word to denote a mass of people collected not so much to hear an address as to see what are called experiments. Perhaps if our savage forefathers had enjoyed the advantages of courses of scientific lectures, the vocabulary would be supplied with the missing word.

*Talented* is a vile barbarism which Coleridge indignantly denounced; there is no verb *to talent* from which such a participle could be deduced. Perhaps this imaginary word is not common at the present; though I am sorry to see from my notes that it still finds favour with classical scholars. It was used some time since by a well-known professor, just as he was about to emigrate to America; so it may have been merely evidence that he was rendering himself familiar with the language of his adopted country.

*Ignore* is a very popular and a very bad word. As there is no good au-

thority for it, the meaning is naturally uncertain. It seems to fluctuate between *wilfully concealing* something and *unintentionally omitting* something, and this vagueness renders it a convenient tool for an unscrupulous orator or writer.

The word *lengthened* is often used instead of *long*. Thus we read that such and such an orator made a *lengthened* speech, when the intended meaning is that he made a *long* speech. The word *lengthened* has its appropriate meaning. Thus, after a ship has been built by the Admiralty, it is sometimes cut into two and a piece inserted: this operation, very reprehensible doubtless on financial grounds, is correctly described as *lengthening* the ship. It will be obvious on consideration that *lengthened* is not synonymous with *long*. *Protracted* and *prolonged* are also often used instead of *long*; though perhaps with less decided impropriety than *lengthened*.

A very common phrase with controversial writers is, "we *shrewdly* suspect." This is equivalent to, "we *acutely* suspect." The cleverness of the suspicion should, however, be attributed to the writers by other people, and not by themselves.

The simple word *but* is often used when it is difficult to see any shade of opposition or contrast such as we naturally expect. Thus we read: "There were several candidates, *but* the choice fell upon — of Trinity College." Another account of the same transaction was expressed thus: "It was understood that there were several candidates; the election fell, *however*, upon — of Trinity College."

The word *mistaken* is curious as being constantly used in a sense directly contrary to that which, according to its formation, it ought to have. Thus: "He is often mistaken, but never trivial and insipid." "He is

often mistaken" ought to mean that other people often mistake him; just as "he is often misunderstood" means that people often misunderstand him. but the writer of the above sentence intends to say that "He often makes mistakes." It would be well if we could get rid of this anomalous use of the word *mistaken*. I suppose that *wrong* or *erroneous* would always suffice. But I must admit that good writers do employ *mistaken* in the sense which seems contrary to analogy; for example, Dugald Stewart does so, and also a distinguished leading philosopher whose style shows decided traces of Dugald Stewart's influence.

I shall be thought hypercritical perhaps if I object to the use of *sanction* as a verb; but it seems to be a comparatively modern innovation. I must, however, admit that it is used by the two distinguished writers to whom I alluded with respect to the word *mistaken*. Recently some religious services in London were asserted by the promoters to be *under the sanction* of three bishops; almost immediately afterwards letters appeared from the three bishops in which they qualified the amount of their approbation: rather curiously all three used *sanction* as a verb. The theology of the bishops might be the sounder, but as to accuracy of language I think the inferior clergy had the advantage. By an obvious association I may say that if any words of mine could reach episcopal ears, I should like to ask why a first charge is called a *primary* charge, for it does not appear that this mode of expression is continued. We have, I think, second, third, and so on, instead of *secondary*, *tertiary*, and so on, to distinguish the subsequent charges.

Very eminent authors will probably always claim liberty and indulge in peculiarities; and it would be ungrateful to be censorious on those who

have permanently enriched our literature. We must, then, allow an eminent historian to use the word *cult* for worship or superstition; so that he tells us of an *indecent cult* when he means an *unseemly false religion*. So, too, we must allow another eminent historian to introduce a foreign idiom, and speak of a *man of pronounced opinions*.

One or two of our popular writers on scientific subjects are fond of frequently introducing the word *bizarre*; surely some English equivalent might be substituted with advantage. The author of an anonymous academical paper a few years since was discovered by a slight peculiarity — namely, the use of the word *ones*, if there be such a word: this occurred in certain productions to which the author had affixed his name, and so the same phenomenon in the unacknowledged paper betrayed the origin which had been concealed.

A curious want of critical tact was displayed some years since by a review of great influence. Macaulay, in his life of Atterbury, speaking of Atterbury's daughter, says that her great wish was to see her *papa* before she died. The reviewer condemned the use of what he called the *mawkish word papa*. Macaulay, of course, was right; he used the daughter's own word, and any person who consults the original account will see that accuracy would have been sacrificed by substituting *father*. Surely the reviewer ought to have had sufficient respect for Macaulay's reading and memory to hesitate before pronouncing an off-hand censure.

Cobbett justly blamed the practice of putting "etc." to save the trouble of completing a sentence properly. In mathematical writings this symbol may be tolerated because it generally involves no ambiguity, but is used merely as an abbreviation the meaning of which is obvious from the con-

text. But in other works there is frequently no clue to guide us in affixing a meaning to the symbol, and we can only interpret its presence as a sign that something has been omitted. The following is an example: "It describes a portion of Hellenic philosophy: it dwells upon eminent individuals, inquiring, theorizing, reasoning, confuting, etc., as contrasted with those collective political and social manifestations which form the matter of history. . . ."

The examples of confusion of metaphor ascribed to the late Lord Castlereagh are so absurd that it might have been thought impossible to rival them. Nevertheless the following, though in somewhat quieter style, seems to me to approach very nearly to the best of those that were spoken by Castlereagh or forged for him by Mackintosh. A recent Cabinet minister described the error of an Indian official in these words: "He remained too long under the influence of the views which he had imbibed from the Board." To imbibe a view seems strange, but to imbibe anything from a Board must be very difficult. I may observe that the phrase of Castlereagh's which is now best known, seems to suffer from misquotation: we usually have, "an ignorant impatience of taxation;" but the original form appears to have been, "an ignorant impatience of the relaxation of taxation."

The following sentence is from a voluminous historian: "The decline of the material comforts of the working classes, from the effects of the Revolution, had been incessant, and had now reached an alarming height." It is possible to ascend to an alarming height, but it is surely difficult to decline to an alarming height.

"Nothing could be more one-sided than the point of view adopted by the speakers." It is very strange to speak of a point as having a side; and then how can *one-sided* admit of

comparison? A thing either has one side or it has not: there cannot be degrees in one-sidedness. However, even mathematicians do not always manage the word *point* correctly. In a modern valuable work we read of "a more extended point of view," though we know that a point does not admit of extension. This curious phrase is also to be found in two eminent French writers, Bailly and D'Alembert. I suppose that what is meant is, a point which commands a more extended view. "Froschammer wishes to approach the subject from a philosophical stand-point." It is impossible to *stand* and yet to *approach*. Either he should *survey* the subject from a *stand-point*, or *approach* it from a *starting-point*.

"The most scientific of our Continental theologians have returned back again to the relations and ramifications of the old paths." Here *paths* and *ramifications* do not correspond; nor is it obvious what the *relations* of *paths* are. Then *returned back again* seems to involve superfluity; either *returned* or *turned back again* would have been better.

A large school had lately fallen into difficulties owing to internal dissensions; in the report of a council on the subject it was stated that measures had been taken to *introduce more harmony and good feeling*. The word *introduce* suggests the idea that harmony and good feeling could be laid on like water or gas by proper mechanical adjustment, or could be supplied like first-class furniture by a London upholsterer.

An orator speaking of the uselessness of a dean said that "he wastes his sweetness upon the desert air, and stands like an engine upon a siding." This is a strange combination of metaphors.

The following example is curious as showing how an awkward metaphor has been carried out: "In the *face* of

such assertions what is the puzzled *spectator* to do." The contrary proceeding is much more common, namely to drop a metaphor prematurely or to change it. For instance: "Physics and metaphysics, physiology and psychology, thus become united, and the study of man passes from the uncertain light of mere opinion to the region of science." Here *region* corresponds very badly with *uncertain light*.

Metaphors and similes require to be employed with great care, at least by those who value taste and accuracy. I hope I may be allowed to give one example of a more serious kind than those hitherto supplied. The words *like lost sheep* which occur at the commencement of our Liturgy always seem to me singularly objectionable, and for two reasons. In the first place, illustrations being intended to unfold our meaning are appropriate in explanation and instruction, but not in religious confession. And in the second place the illustration as used by ourselves is not accurate; for the condition of a *lost sheep* does not necessarily suggest that conscious lapse from rectitude which is the essence of human transgression.

A passage has been quoted with approbation by more than one critic from the late Professor Conington's translation of Horace, in which the following line occurs:—

After life's endless babble they sleep well.

Now the word *endless* here is extremely awkward; for if the babble never ends, how can anything come after it?

To digress for a moment, I may observe that this line gives a good illustration of the process by which what is called Latin verse is often constructed. Every person sees that the line is formed out of Shakespeare's "After life's fitful fever he sleeps well." The ingenuity of the transference may be admired, but it seems to me that

it is easy to give more than a due amount of admiration; and, as the instance shows, the adaptation may issue in something bordering on the absurd. As an example in Latin versification, take the following. Every one who has not quite forgotten his schoolboy days remembers the line in Virgil ending with *non imitabile fulmen*. A good scholar, prematurely lost to his college and university, having for an exercise to translate into Latin the passage in Milton relating to the moon's *peerless light* finished a line with *non imitabile lumen*. One can hardly wonder at the tendency to overvalue such felicitous appropriation.

The language of the shop and the market must not be expected to be very exact: we may be content to be amused by some of its peculiarities. I cannot say that I have seen the statement which is said to have appeared in the following form: "Dead pigs are looking up." We find very frequently advertised, "*Digestive biscuits*" — perhaps *digestible* biscuits are meant. In a catalogue of books an "Encyclopædia of Mental Science" is advertised; and after the names of the authors we read, "invaluable, 5s. 6d.;" this is a curious explanation of *invaluable*.

The title of a book recently advertised is, "Thoughts for those who are Thoughtful." It might seem superfluous, not to say impossible, to supply thoughts to those who are already full of thought.

The word *limited* is at present very popular in the domain of commerce. Thus we read, "Although the space given to us was limited." This we can readily suppose; for in a finite building there cannot be unlimited space. Booksellers can perhaps say, without impropriety, that a "limited number will be printed," as this may only imply that the type will be broken up; but they sometimes tell us that

"a limited number *was* printed," and this is an obvious truism.

Some pills used to be advertised for the use of the "possessor of pains in the back," the advertisement being accompanied with a large picture representing the unhappy capitalist tormented by his property.

Pronouns, which are troublesome to all writers of English, are especially embarrassing to the authors of prospectuses and advertisements. A wine company return thanks to their friends, "and, at the same time, *they* would assure *them* that it is *their* constant study not only to find improvements for *their* convenience . . ." Observe how the pronouns oscillate in their application between the company and their friends.

In selecting titles of books there is room for improvement. Thus, a *Quarterly Journal* is not uncommon; the words strictly are suggestive of a *Quarterly Daily* publication. I remember, some years since, observing a notice that a certain obscure society proposed to celebrate its *triennial anniversary*.

In one of the theological newspapers a clergyman seeking a curacy states as an exposition of his theological position, "Views Prayer-book." I should hope that this would not be a specimen of the ordinary literary style of the applicant. The advertisements in the same periodical exhibit occasionally a very unpleasant blending of religious and secular elements. Take two examples: "Needlewoman wanted. She must be a communicant, have a long character, and be a good dressmaker and milliner." "Pretty furnished cottage to let, with good garden, etc. Rent moderate. Church work valued. Weekly celebrations. Near rail. Good fishing."

A few words may be given to some popular misquotations. "The last infirmity of noble minds" is perpetually occurring. Milton wrote *mind*

not *minds*. It may be said that he means *minds*; but the only evidence seems to be that it is difficult to affix any other sense to *mind* than making it equivalent to *minds*: this scarcely convinces me, though I admit the difficulty.

"He that runs may read" is often supposed to be a quotation from the Bible: the words really are, "He may run that readeth," and it is not certain that the sense conveyed by the popular misquotation is correct.

A proverb which correctly runs thus: "The road to hell is paved with good intentions," is often quoted in the far less expressive form, "Hell is paved with good intentions."

"Knowledge is power" is frequently attributed to Bacon, in spite of Lord Lytton's challenge that the words cannot be found in Bacon's writings. "The style is the man" is frequently attributed to Buffon, although it has been pointed out that Buffon said something very different; namely, that "the style is of the man," that is, "The style proceeds from the man." It is some satisfaction to find that Frenchmen themselves do not leave us the monopoly of this error; it will be found in Arago; see his works, vol. iii., p. 560. A common proverb frequently quoted is, "The exception proves the rule;" and it seems universally assumed that *proves* here means *establishes* or *demonstrates*. It is perhaps more likely that *proves* here means *tests* or *tries*, as in the injunction, "Prove all things." [The proverb in full runs: *Exceptio probat regulam in casibus non exceptis.*]

The words *Nihil tetigit quod non ornavit* are perpetually offered as a supposed quotation from Dr. Johnson's epitaph on Goldsmith. Johnson wrote:—

Qui nullum fere scribentis genus

Non tetigit,

Nullum quod tetigit non ornavit.

It has been said that there is a doubt as to the propriety of the word *tetigit*,

and that *contigit* would have been better.

It seems impossible to prevent writers from using *cui bono?* in the unclassical sense. The correct meaning is known to be of this nature: suppose that a crime has been committed; then inquire who has gained by the crime—*cui bono?* for obviously there is a probability that the person benefited was the criminal. The usual sense implied by the quotation is this: What is the good? the question being applied to whatever is for the moment the object of depreciation. Those who use the words incorrectly may, however, shelter themselves under the great name of Leibnitz, for he takes them in a popular sense: see his works, vol. v., p. 206.

A very favourite quotation consists of the words *laudator temporis acti;* but it should be remembered that it seems very doubtful if these words by themselves would form correct Latin; the *se puero* which Horace puts after them are required.

There is a story, resting on no good authority, that Plato testified to the importance of geometry by writing over his door, "Let no one enter who is not a geometer." The first word is often given incorrectly when the Greek words are quoted, the wrong form of the negative being taken. I was surprised to see this blunder about two years since in a weekly review of very high pretensions.

It is very difficult in many cases to understand precisely what is attributed to another writer when his opinions are cited in some indirect way. For example, a newspaper critic finishes a paragraph in these words: "Unless, indeed, as the *Pall Mall Gazette* has said that it is immoral to attempt any cure at all." The doubt here is as to what is the statement of the *Pall Mall Gazette*. It seems to be this: *it is immoral to attempt any cure at all*. But from other considerations foreign to the precise language of the critic, it

seemed probable that the statement of the *Pall Mall Gazette* was, *unless, indeed, it is immoral to attempt any cure at all.*

There is a certain vague formula which, though not intended for a quotation, occurs so frequently as to demand notice. Take for example: ". . . the sciences of logic and ethics, according to the partition of Lord Bacon, are far *more extensive than we are accustomed to consider them.*"

No precise meaning is conveyed, because we do not know what is the amount of extension we are accustomed to ascribe to the sciences named. Again: "Our knowledge of Bacon's method is much less complete than it is *commonly supposed* to be." Here again we do not know what is the standard of common supposition. There is another awkwardness here in the words *less complete*: it is obvious that *complete* does not admit of degrees.

Let us close these slight notes with very few specimens of happy expressions.

The *Times*, commenting on the slovenly composition of the Queen's speeches to Parliament, proposed the cause of the fact as a fit subject for the investigation of our *professional*

*thinkers*. The phrase suggests a delicate reproof to those who assume for themselves the title of *thinker*, implying that any person may engage in this occupation just as he might, if he pleased, become a dentist, or a stock-broker, or a civil engineer. The word *thinker* is very common as a name of respect in the works of a modern distinguished philosopher. I am afraid, however, that it is employed by him principally as synonymous with a *Comtist*.

The *Times*, in advocating the claims of a literary man for a pension, said, "He has *constructed* several useful schoolbooks." The word *construct* suggests with great neatness the nature of the process by which schoolbooks are sometimes evolved, implying the presence of the bricklayer and mason rather than of the architect.

[Dr. Todhunter might have added *feature* to the list of words abusively used by newspaper writers. In one number of a magazine two examples occur: "A *feature* which had been well *taken up* by local and other manufacturers was the exhibition of honey in various applied forms." "A new *feature* in the social arrangements of the Central Radical Club *took place* the other evening."]—*Macmillan's Magazine*.

## ENGLISH SONGS: ANCIENT AND MODERN.

BY CHARLES MACKAY.

(Continued from page 6.)

THE golden age of English lyrical poetry did not die with Shakespeare. Its lustre was not dimmed even by the troubles of the Revolution, although the number of poets who arose from the accession of Charles the First to the restoration of Charles the Second was small compared with the

number who adorned the age of Elizabeth and James. The age immediately succeeding that of Shakespeare produced Milton, Cowley, Lovelace, Waller, and Dryden, and a host of inferior men.

These, like all the greatest poets whom England has known, attempted

song-writing. Milton was a musician, and understood all the fine shades and niceties of language which songs require, if they are meant to be sung. He also, had he chosen to devote himself to lyrical instead of epic poetry, might have enriched literature with many matchless compositions. Perhaps if he had done so he might have been dearer and more familiar to his countrymen. As he is, he is too great and too mighty for their love. His poetical character inspires awe and reverence rather than affection. He sits—blind and solitary—on the cold summits of Parnassus, wrapped in a blaze of glory, inaccessible to the plaudits of the crowd who behold him from afar. Yet when we think of him as the author of "Il Penseroso" and "L'Allegro," of "Lycidas," and of "Comus," we take him to our hearts, and lose some portion of our reverence in the new love we feel for him. In all his songs and lyrical poems there is an Italian sweetness mixed with an English force which scarcely needs any aid from the art of the composer to shape them into music.

Dryden's songs were better adapted to music than Cowley's; but, for the most part, they were even less adapted to decent society, and have long since perished from memory, no more to be revived. One or two of them that were of a patriotic character have been preserved, such as "Come, if you dare!" His "Alexander's Feast," a fine composition set to fine music, was not a song, but a small opera.

But Dryden belongs to the bad period of the Restoration—a period in which courtiers and public men thought it their duty, as well as their pleasure, to imitate the vices of the court of Charles the Second, when every moral sentiment was deadened or debauched; when hospitality degenerated into boisterous and degrad-

ing intemperance; when virtue was a jest, and honour, so jealously guarded by the sword and pistol of the duellist, was held to be a thing quite apart from goodness; and when the only manly virtue that was recognized at all was personal courage. This age was very prolific of bad verse. Poetry was supposed to be something artificial, and not natural, and the consequence was that poetry disappeared, and mere idle rhyme took its place.

Carey was an excellent musician but a very inferior poet. He composed the music to his own songs, and was one of the first in modern days to revive the ancient practice. The world owes to him the music of more than a hundred songs—music that has for the most part been divorced from the service of the stage and concert-room to that of religion, and is attuned to pious hymns and psalms in half of the churches and chapels of England and America. It is not known with certainty who wrote the noble music or the words of "God Save the King," but the balance of proof inclines in favour of Carey. Nothing is more difficult than to fix the age or the authorships of songs and ballads published anonymously. Even the production of the first printed copy with an authentic date is not always sufficient to set at rest such doubtful points. This test is unfortunately wanting in most inquiries of the kind, and even when applied is not always adequate to the apparently simple task of giving an author his own property. So difficult is it even in our own day to establish a poet's claim to a song which has happened from any accident to become popular, that when Thomas Moore was accused in jest by Father Prout of translating or stealing the whole of his Irish melodies from Greek and Latin, French, German, and Italian, the world took the good-



natured hoax as a serious accusation, and believed that there was but too much truth in it. Thomas Campbell was declared to have stolen "The Exile of Erin" from an Irish hedge-schoolmaster, whose name no one ever heard before or since. The Rev. Mr. Wolfe, the author of the noble ode on the burial of Sir John Moore, was in like manner declared to be an impudent plagiarist. One set of wise men declared that he purloined the ode from a lady, while another declared that he stole it from a briefless Irish barrister, who, however, made no claim to it, or on whose behalf no appeal was made during his lifetime. But if such be the case with a modern composition, when the proofs are so abundant and so easily accessible, we need scarcely wonder that it is sometimes difficult to fix the authorship of songs and poems published without a name more than a century ago. This has been eminently the case with the English national anthem, the most renowned song ever written, the most fervent expression of British loyalty, a song that touches a chord in every British heart, and makes it vibrate not only with personal attachment to the sovereign, whether that sovereign be a king, as in old times, or a beloved queen, the model and example of womanhood, wifehood, and motherhood, as in our happier day, but which expresses a patriotic devotion to that mild, equable, well-considered, and venerable constitution, of which the crown is the symbol rather than the agent. The sovereigns of England know not the name of the man who wrote this hymn of loyalty; the people are equally ignorant. One set of musical antiquaries claim the music for Dr. John Bull in the reign of James the First, but give no parentage to the poetry. Another set claim both words and music for Henry Carey, who wrote in the reigns of

William the Third, Anne, and George the First. Carey was both musician and poet; his music excellent, his poetry indifferent. This description well applies to the national anthem. The music is grand and simple, and capable of being elevated into sublimity; but the poetry, or the verse, is tame and weak; the rhymes

Send him victorious,  
Happy and glorious,  
Long to reign over us,

cannot be called poetry at all, or even respectable verse; and all Carey's avowed compositions abound in similar defects and inelegancies. It may be asked why Carey, if he wrote the anthem, never claimed the authorship? Carey was a Jacobite. He wrote the sentiments of the Jacobites; and the song when first sung was treason to the reigning family, as treasonable as that other Jacobite song,—

Here's to the king, sir!  
You know who I mean, sir!

Carey lived a life of poverty and neglect. The suspicion of disloyalty clung to him. He was thought to have written a treasonable song—that song which, by a strange turn in the wheel of fortune, has since become the very watchword of truth and loyalty. He thus failed to acquire the favour of those who could have befriended him, and at the age of eighty-six, weary of the world, sick at heart, hopeless, destitute, and reduced literally to his last penny, he committed suicide in a miserable garret. Carey's great anthem—treasonable though it seemed in his own day—was loyally meant. It was loyal to a principle; it was loyal to misfortune; and by the happy accident of its adoption by the house of Hanover it has become the embodiment of a still greater and better-founded loyalty than its author intended—a more valuable possession to the throne

of Great Britain than all the jewels in the royal tiara or the great Koh-i-noor itself.

Among the song-writers of this and the preceding age is Thomas, or "Tom," Durfey, with whom King Charles the Second once condescended to walk through St. James's Park, arm-in-arm, his dogs and courtiers following behind. Durfey wrote five or six volumes of songs, none above mediocrity, and some far below it. Gay, the author of "The Beggar's Opera," wrote many new songs to the excellent old tunes of England, but scarcely succeeded in making the new songs more moral or less vulgar than the old, or left one great or noble sentiment on record in this form of composition, except in "Black-eyed Susan," one of the most popular songs in the English language. Shortly after his time appeared David Garrick, who wrote that vigorous sea-song which in his time was enough to transform every sailor who heard it before going into battle into a hero:—

Hearts of oak are our ships,  
Hearts of oak are our men.

In the same period of literary history must be placed James Thomson, author of "The Seasons," who wrote the national anthem "Rule Britannia," a composition which had the good fortune to be associated with the music of Dr. Arne, and to be floated upon that full tide into a surer haven of immortality than it could ever have reached by its own unaided merits. Still later appeared Thomas Percy, Bishop of Dromore, the editor of Percy's "Reliques," and who wrote one song, "O Nanny, wilt thou go with me?" which received from the pen of no less a person than Robert Burns the praise of being the finest composition of its kind in the whole compass of literature.

But it was not until the bright par-

ticular star of Charles Dibdin arose, towards the close of the last century, that England recognized her greatest national songster. The ideas of some writers are of the earth, earthy. The ideas of honest Dibdin, musician and poet, were of the salt sea, salty; of the ocean, oceanic; of Great Britain, truly British. England loves her sailors; she admires their free-heartedness, their outspoken honesty, their contempt of difficulty and danger, their rollickings, their roystering good-humour, their superexuberant fun, their sublime courage; and so dearly loves them that the offence against good manners and propriety which she would severely condemn in any other, she condones or excuses in the sailor. The soldier, though highly esteemed in his own way, is not the prime favourite of the people. "Jack," as he is affectionately called, is the national hero; and Nelson ranks above Wellington, not because he did more, or was a braver and better man, but because he was a sailor, and had the failings as well as the virtues of his class. Charles Dibdin represented "Jack" in all his strength and all his weakness. How beautiful, for instance, are "Tom Bowling," "Lovely Nan," "The Sailor's Journal," and a score of others that might be cited! Dibdin said of his songs, with pardonable pride, "that they had been considered an object of national consequence; that they had been the solace of sailors in long voyages, in storms, and in battles; and that they had been quoted in mutinies to the restoration of order and discipline." Charles Dibdin left a son, who followed in his father's footsteps, and wrote some excellent sea-songs; among others "The Tight Little Island," which still holds its place in the popular affection, unimpaired by the caprices of literary fashion:—

Daddy Neptune one day to Freedom did  
 say,  
 If ever I lived upon dry land,  
 The spot I should hit on would be little  
 Britain.  
 Says Freedom, "Why, that's my own  
 island."  
 Oh, 'tis a snug little island,  
 A right little, tight little island,  
 Search the globe round, none can be found,  
 So happy as this little island!

It was not many years ago, and within living memory, that Thomas Dibdin was to be seen wandering, a forlorn old man, through the streets of London, with scarcely a shoe to his foot, and with the fate of Henry Carey staring him in the face. What brought him into this pitiable condition it is not for us to inquire. Let his memory rest. By what right shall posterity pry into the private misery of poets? His muse was an honest one, and he devoted her to honest uses. More need not be said of him.

Of the English song-writers of the present century, the most illustrious were Thomas Moore, claimed exclusively by the Irish, but who may be also claimed as particularly English, in such well-known songs as "The Last Rose of Summer," "The Minstrel Boy to the War has gone," "As a Beam o'er the Face of the Waters may Glow," "The Meeting of the Waters," "The Canadian Boat-song," and many others equally familiar. Thomas Campbell's "Battle of the Baltic," his "Mariners of England," and his "Hohenlinden" are three songs, any one of which would be sufficient for a noble reputation. Cold is the heart that can read them unmoved, even if patriotism should not lend its glowing heat to the admiration which they excite. His "Exile of Erin" and "Irish Harper," though Hibernian in subject, are English in style and treatment, and may fairly rank as English songs of the best class. In his love-songs Campbell was not so successful. His

"Pleasures of Hope" and his "Gertrude of Wyoming" may pass out of popular favour; but his war-songs and some of his lyrical pieces will last as long as the literature of England.

Did space permit, a more detailed mention might be made of Captain Morris, who wrote about three hundred, and Thomas Haynes Bailey, who wrote upwards of eight hundred songs. The gallant captain was the friend, or rather the companion, of George the Fourth, for kings are placed too high to have real friends. He sang his own songs at the royal table, at the Beefsteak Club, and at the mess table of the Guards. He had good poetical intentions; but mere intentions do not produce poetry. Nothing of him remains in the popular mind or on the popular ear. He wrote for a class, and not for the great heart of humanity; and his songs are effete, defunct, dead, buried, and forgotten. The reputation of Haynes Bailey has greater tenacity of life. He had real tenderness, which he displayed in such songs as "The Soldier's Tear" and "Oh, no, we never mention Her!" and considerable wit and humour, but his sentiment was too often mere sentimentalism, his love lackadaisical, and his melancholy very genteel and effeminate—wearing white kid gloves, and wiping its eyes, in which there were no tears, with a highly perfumed cambric pocket handkerchief—a very Mantilini of the art of poeastro.

Of Brian Waller Procter, better known to the world as "Barry Cornwall," it is not necessary to indulge in elaborate criticism. One of his songs, "The Sea! the Sea! the open Sea!" took possession of the tongue and ear of the multitude, and maintained it *usque ad nauseam* for a whole twelvemonth or longer. A second, on a very inferior subject, "King Death is a rare old fellow," is still occasionally heard, and will live as

poem long after it is forgotten as a song. Samuel Lover, a writer of Irish songs, deserves and has received high appreciation, not only from his Irish fellow-countrymen, but from the English people, among whom he cast his lot at an early period of his career. He wrote many excellent songs, full of the peculiar tenderness and humour which are so often found in combination in the Irish character, which promise to enjoy a longer tenure of popular favour than the songs of his more classical predecessor, Thomas Moore. Except in the songs that breathed incipient sympathy with Irish disaffection and rebellion, Moore was far more English than Irish, and scarcely attempted to reach the popular heart, or, if he did so, failed in the endeavour. He was essentially an aristocrat, and might have been compared to a tame canary-bird who never sang well except when he was perched on the finger of a countess; unlike Samuel Lover and Robert Burns, who sang aloft in the sky with the sunlight upon their wings, and cheered the hearts of the common people in the field below.

Most English poets worthy of the name have written songs—often very beautiful to read, but not always well adapted to be sung. These poets have either not known, or have forgotten, that the essential element of a song is to be singable, and that a fine thought, if expressed by words containing too many harsh and unvocal consonants, though it may appeal to the understanding, may fail to find interpretation from singers who require grace, melody, smoothness and limpidity of meaning in songs, rather than intellectual strength or depth of suggestion, and that the true song should be above all things, as Milton expresses, simple, sensuous, and passionate.

Among living writers of songs, of whom a score at least might be men-

tioned with all befitting honour, the Laureate has been most successful in his efforts to charm his contemporaries in this branch of the poetic art. But his songs, like those of some of his compeers in the higher walks of poetry, have only found favour with the few, and have been of too high an order of literary merit to reach the hearts of the multitude. The serious minds of the age are engrossed with theological, scientific and political questions, and have no real taste for the song, which they consider to be better adapted for the amusement of women than for that of men. The change in the habits and manners of the upper and more educated classes of society which has been in gradual operation for the last fifty or sixty years has been unfavourable to the appreciation of the song in the private circles where it flourished in the days of our great-grandfathers. Among these classes, conviviality, as our ancestors understood it, is a thing of the past; and such bacchanalian orgies as they indulged in are now unknown in decent society, and would be held disgraceful if they were attempted. Songs are no longer sung at the dinner-table after the ladies have retired to the drawing room, and to sit long at the wine is forbidden by the inexorable and unwritten law of society; and when conviviality went out of fashion enthusiasm went also—though not perhaps as a necessary consequence.

The struggle for life and worldly position is so hard among all classes, and the disappointments that attend the struggle are so grievous and so many, as to produce a feeling that hope is a deluder, and that enthusiastic belief in or love for anything is a foolish feeling and a mistake in which the wise will not indulge. And with enthusiasm, reverence for everything except money and the things that money will buy has become pretty

nearly defunct in all classes of adult men and women, though still to some extent, not a large one, existent among the young who have not begun to reckon their ages among the "teens."

An evil example was set between forty and fifty years ago by many young writers who laid themselves out to be what is called "funny," to become in fact professional punsters, by the composition of drearily comic books—among others by comic English and Latin grammars, by comic geographies, by comic histories of England; and who would in all probability have written "comic" Bibles if they could have found a market for them. These writings had any amount of popularity, which contributed in no small degree to the deterioration of the literary taste of the then rising generation—a deterioration which has extended its baleful influence to their successors of the present day, and has not only invaded the private talk of society, but the theatre, and might even claim the monopoly of the drama were it not for the paramount and benign influence of Shakespeare. To such agency the public of the present and of a not long since departed day owes the hydraulic and pumped-up "fun" which is not funny, of the songs that now achieve the greatest popularity, and retain it for the longest time. Of this inane class are "Pop goes the Weasel," "Jump Jim Crow," "The Ratcatcher's Daughter," "The Chickaleerie Cove," "Tommy, make room for your Uncle," and other vulgarities that seem to fascinate the sons and daughters of the lower middle class. If one would really form an estimate of what popularity signifies and what it is worth, he might discover a humiliating truth in the fact that the street entertainment of Punch and Judy is really more popular than "Hamlet" or "Macbeth," and that the most popular of all the songs still

sung in England is one adapted to the old French melody of "*Malbrook s'en va-t-en guerre*," and that forms the bacchanalian chorus in circles where a spurious conviviality still prevails:—

We won't go home till morning,  
Till daylight doth appear;

varied occasionally by another chant of a similarly low order:—

For he's a jolly good fellow,  
And so say all of us;

with an *extra* powerful emphasis upon the final *us*.

Not quite so vulgar, but quite as popular, as these are the vapid sentimental songs—which find favour with what may be considered the great majority of the fair sex, who possess a smattering of literary taste, and a still slighter smattering of musical appreciation—that are issued in shoals by the musical publishers of the present day, to the almost complete displacement of the really good songs and the very excellent music of a bygone generation. As the literary reviews and other periodicals do not bestow much, if any, of their critical attention upon these slight and ephemeral productions, every publisher—in league, it is to be supposed, with the author and composer—becomes his own critic and displays his appreciation of his own wares in the advertising columns of the penny press; calls them "lovely," "soul-entrancing," "awfully attractive," "immensely successful," "pathetic and most perfect," "sentimental but sensible," "always certain of an encore," "most charming and descriptive," "the greatest success of the season," "always uproariously encored." Often, as if fearing that these encomia should fail of their effect, these enterprising tradespeople publish *in extenso*, as advertisements, what they call the "words" (words and nothing else) of these effusions, at a cost per line which possibly the

writers of such songs would be only too glad to have in their pockets, if the music publishers would extend their liberality in that direction.

To judge by the ultra-popular songs of the present day, whether they be sentimental or comic, we might well come to the conclusion that the age of English song has passed. But this would be an error. The song worthy to be so called will continue to exist and be enshrined in books, if it do not find a place in the music-stands of the boudoir and the drawing-room. Lyrical poetry will never die. It is the earliest form of poetry and in many respects the best, as has been proved from the days of the patriarchs, when Miriam sang her song of triumph on the overthrow of the hosts of Pharaoh, and of the later time when King

David poured out his full soul in exultation or repentance, and when his son, not so great as his father, because he had not been purified in the fires of adversity, sang "The Song of Songs, which is Solomon's." The days for the production of new epic poems may have passed, never more to return, but the days of lyrical poetry will never pass as long as there are young and passionate hearts in the world, and cultivated intellects to appreciate the noble, the pathetic, and the tender outpourings of affection and fancy which, in combination with the music of rhythm and rhyme, constitute lyrical poetry, and which only needs what it does not always obtain—the music of the "human voice divine" to become "songs" in the truest sense and in the highest meaning of the word.—*Nineteenth Century.*

## ECHOES FROM THE CLASS ROOM.

BY A. H. MORRISON, COLLEGIATE INSTITUTE, BRANTFORD.

### 1. *The Class Room a Microcosm.*

TO the student of adult humanity, there is no school like the world, no teacher like his fellow-men. To the student of boy and girl life, there is no school like the home and the street, no teachers like the personalities of children themselves. In the closet or the college-hall man is but half-himself. He has no incentive to be aught else. Only before the restless, busy, eager world is he seen in his true colours, with all his varied accomplishments displayed, his meanesses apparent, his manifold passions working, his powers of aggression, endurance or self-restraint manifested. So with the child. In the class-room he is but half-himself. He has no inclination or courage to be anything

else. Only on the threshold of the home, within or without, is he seen in his true colours, with all his affections expanded, and all his idiosyncrasies of temperament, whether for good or evil, laid bare, unchecked by the shackles of discipline, and unawed by the ferule of authority.

Admitting the truth of the foregoing statements, I deem I am right in calling the class-room a microcosm, *a little world*; for such in very fact it is. The great world of boy and girl nature lies outside the school-room walls: within it is exotic, breathing a foreign atmosphere—of coercion, of restraint, of taskwork, sometimes, alas! of positive dislike and dread; outside is freedom—the glorious sun-

light of abandon, the genial dews of fellow-feeling, the pure air of the natural heaven. Now it is of vital importance, that the teacher who professes to be the trainer of the intelligence, whether the mature, the man, or the immature, the child, should understand the essence of the being he is about to mould, should be able to test the mind whose plastic entity is soon to be, under his autocratic rule, directed wisely for much good or perverted unwisely for much evil.

Let us consider—Before we can till a farm to advantage we must have learned at least the principles of agriculture. Before we can curb a restive steed we must have learnt at least to ride. Before we can hope to overcome one of our own besetting sins we must have realized that the sin exists. And, ere we can hope to apply the antidote, we must first understand the nature of the disease to be treated. How shall the teacher, the moulder of the mind, proceed in his onerous work, blindfold, without an adequate knowledge of the immortal nature intrusted to his guidance for weal or woe? Nature cannot lie. She cannot be false to herself. Therefore to understand nature, we must go to nature, sit humbly at her feet, look reverently into the depths of her most expressive eyes, catch every whisper which trembles upon her most eloquent lips, and, having learned nature, then can we, students, become in turn preceptors, then can we in turn teach nature, and curb her; restrain her in her most violent moods, direct her in her pleasantest places, and reclaim her in her most inhospitable wastes—having in very truth become masters where we were servants, and conquerors where we were but sojourners.

Man is the epitome of all nature, its microcosm. The child is the epitome of the man, his microcosm. As we conquer nature and teach

nature, so we conquer man and instruct him. We draw near him. We take him by the hand. We court his friendship and his confidence, and presently we are friends. He understands us and we understand him. The heart is unlocked, flying open to the key of friendship, and, lo! all the inner nature is revealed, understood, appreciated. All of good and all of bad, a wealth of being, is placed in our keeping, and we, the stranger, the student, the friend, have become the master, and nobler title yet, the teacher of the fellow-soul, if in our own soul is contained the gem of that great guerdon—the gift to impart to others what we know and love ourselves.

As the child is father to the man, it needs not the divining-rod to direct us to the fountain from which springs all love, all reverence, all desires for instruction and knowledge in him. To conquer nature, we studied nature and became her guide. To conquer man, we studied man, and became his friend and guide. To conquer the child, we must study the child and make him our friend before we can hope to become his guide. Confidence begets confidence, and where there is confidence there is a power of good which they who have not entered the arcana of true teaching little dream of. The soul that confides is saved; for with trust comes respect and love, and these can do all things. What faith is to the Christian, love is to the child. Love says, "Do this." Trust answers, "It is done"; for love is as one in authority, having soldiers under it:—discipline, obedience, respect, esteem, emulation, ambition, success!

But I have said that the class-room is not the best place to study the child. It is but a microcosm, a little world. He who would understand child nature aright, must look down upon it from the height, must look

up to it from the deep, must study it in the home and in the street, in the play-ground and in the mart, at recreations as well as at work, in the noisy romp as well as at the quiet task, at all times and in all places. Then shall the teacher become the true artist, the sculptor of child life, and, in his work of the future, will be so blended the outlines of a noble grace and dignity of purpose, that in the after days a model of youth, or manhood, or womanhood shall be given to the world, more beautiful than any which Angelo chiselled or Canova shaped—the shrine of an immortal soul, designed, moulded and perfected for higher purposes than mere beauty, and inspired by that Promethean spark which warms and vitalizes humanity, and of itself directs others to the goal of its success.

And now what moral shall we draw from these few lines of disquisition and of counsel? In this, my first paper to my younger brethren, male and female, of the noble profession in which we are co-workers, I would strive to inculcate this lesson: Be students as well as teachers. Learn nature while directing her. Task-

work is not all of education. He makes the best teacher who is the best student, and he who understands and loves his pupils best will meet with, as his merits, the best success. Be not discouraged in your work. In due season ye shall reap if ye faint not. Learn well this lesson, that Reading and Writing and Arithmetic and Geography, though good enough in their way, are not all of education. There is a broad and generous culture that every true teacher owes to his scholars, which lies outside the pale of mere technical knowledge:—the amenities of social life, the reflections of the happy home, the sunlight of the contented spirit the zeal of the earnest soul, the belief in one's self and in one's profession, the power of intellect and the beauty of learning. All these should centre in the one who calls himself an instructor of his kind. And, if there, they will not be void and profitless. They will of themselves instinctively gravitate to other centres, and halo the child being with a light which mere booklore could never impart, and make the acquisition of knowledge "a thing of beauty and a joy for ever."

## BIBLE IN SCHOOLS.

To Editor of EDUCATIONAL MONTHLY:—

SIR,—You ask for a plain narrative and reflections in the line of my experience in Scripture reading and teaching, I now comply. The Bible in the School—This has been, and is, a much discussed subject. I do not intend to say much on the lines on which the discussion chiefly runs, but simply give my own experience and observations on that matter. That the Bible ought to be in the school I always believed and so have always practised. Although my

practice has varied considerably, my custom has been to open the school with singing and prayer; the closing exercises, reading the Scriptures, singing and prayer. I have always made the Bible-lesson the last of the day. I am not discussing whether that be the best time or not, but simply recording my own practice. I form the school into one class for Scripture reading, and let each read in turn or select by name those whom I wish to read. I let the very youngest read, and have always pursued this



plan, even with regard to those who are not able to read very well; the opportunity of reading along with the whole school tends to interest them in the lesson. For many years the reading was confined to the New Testament, the Gospels and Epistles, making but few remarks and asking but few questions. But I was often struck with the ignorance of the historical parts of the Old Testament manifested by those who were in regular attendance at the Sabbath School and were receiving instruction on those very points. Any reference in the reading lesson to the narrative of the Old Testament, and sometimes to the New, seemed to be but dimly grasped or there was an utter failure to give an intelligent explanation of what was referred to. I made up my mind to change the ground as well as my mode of procedure, took up the Old Testament and commenced to question on what was read. I began with the books of Moses. My object being to make them well acquainted with the letter of the historical parts of the Old Testament, bringing the light of the New Testament to bear on the Old, seeking to bring out the unity of the whole. I was moved to this course by another and a stronger reason, viz.: The immense advantage I had personally received from a thorough grounding in the historical parts of the Old Testament when I first went to school. At that time, and for the first year and a-half or two years, the Bible was the only reading book we had, and during that period the daily reading of the Bible made me master of its history and stored my memory with the greater part of all those portions of God's word which I can readily quote at the present hour, and thus every year I live I reap the advantages of that early sowing. I commenced with the intention of teaching and giving the sense as we went along, making

a few explanatory remarks when I thought they were needed, and not only so; but it is my aim to drive home to the heart and conscience all the practical lessons with which, that part of the Word of God abounds, abounds to an extent that careful study alone reveals. The dogmatic teaching of the New Testament, in the Old, finds its external embodiment in the biography of living men and women impartially recorded by the Spirit of God, with their lights and shadows, sins and shortcomings, and are thus brought nearer to ourselves and we into closer sympathy with them. It may be urged that this is outlining more than can be accomplished in the time at the disposal of the teacher in the Public School. Fifteen minutes each day by one tolerably acquainted with God's Word will overtake all that I have sketched here, and do it too, without offending the peculiar views of any class in the community who believe the Bible to be the Word of God. The advantages arising from thus storing the youthful mind with Divine truth cannot well be over-estimated. I believe in the existence of conscience, in the old fashioned sense of the term, and I believe that conscience enlightened by the Word of God, is, on all "moral issues," always at one with the Word of God. Hence the mind stored with Divine truth when brought face to face with temptation to wrong-doing will be stronger to resist from the very fact that when evil is presented the conscience yet untainted will utter its protest, and memory will recall the sanctions of God's Word, thus form a double barrier against yielding to sin, thus exercise a restraining as well as a preserving influence on the whole life of the individual, making it much more difficult for that individual to plunge into any course of evil, or to continue in it when once entered upon. This alone is a great

boon to any human being. But, should the Spirit of God renew any such soul thus stored with God's truth, from what a high vantage ground that individual starts on her or his course. I hope that the Minister will leave the whole Bible in the school. I mean the whole book. If need be, let the Department say what portions are to be read. But I hope that there will be no attempt to

publish any particular portions of the Bible by themselves as a separate volume or manual of religious instruction. The Bible is in most of the schools already. Let it remain there entire. To do otherwise would to my mind be to do a "costly wrong."

Yours, etc.,

HEAD MASTER PUBLIC SCHOOL,  
ONTARIO.

### THE NEW HIGH SCHOOL BILL.

To Editor of EDUCATIONAL MONTHLY:—

SIR,—The new Bill has been introduced by the Hon. the Minister of Education, and has passed the first examination. We fear the examiners have been rather lenient with the candidate, but let us hope the second test may be more crucial. Its ostensible aim is to consolidate and amend previous Acts referring to High Schools. "Consolidating and amending" are strikingly significant terms in connection with our Educational Legislation. We have read the draft of the Bill. We expected little and we have not been disappointed. If a true estimate of a statesman may be formed from his initial efforts at law-making, then we safely place Mr. Ross as a prince amongst Legislative patchers. We do not mean to infer that the Acts have not been thoroughly consolidated, for we have the Minister's own statement that this work was carefully attended to by a gentleman who "was recommended" to him, and of course the Government printers have taken care that it should occupy such a number of pages as is commensurable with the dignity of a very respectable Act. Let us glance briefly at some of the amendments, and first that which has special reference to Collegiate Institutes claims

our notice. The principle of distinguishing certain High Schools that are conspicuous for their efficiency, their numbers, their general equipment and the high standing of the masters is undoubtedly a good one and reflects much credit on the late Superintendent of Education in Ontario, with whom, if we mistake not, the idea originated, but the indefinite multiplication of such Institutes we cannot but regard as an evil, and that continually. Mr. Ross may say that the inception of new Institutes will be carefully guarded, and we doubt not that such are his intentions. But supposing that some schools by a process of inflation should fulfil the necessary conditions and that they are ranked in the higher grade, what evidence is there that such an inflation may continue? Inflation is not usually permanent. The obvious answer is that when they ceased to fulfil all the conditions they would be degraded. Now we ask, sir, has this been the history of all the Collegiate Institutes in Ontario during the past? Is it their history to-day? We venture to say that there are few men indeed, competent to form an opinion, who would add an affirmative. There are Institutes to-day that get the additional part by the skin of their teeth;

schools, where the conditions with regard to equipment and even salary are barely fulfilled, if indeed they are fulfilled. But a change has come over the subject of our minister's dream since last session. We can all remember that then Mr. Ross tabled a set of regulations, the effect of which would have been to legislate out of existence a few of the weaker and inefficient schools of that class. But the politician was quick to perceive what that meant. Why, it meant unpopularity for the minister in each constituency where the unfortunate school was located. The regulations were withdrawn. Mr. Ross has reconsidered the situation and the result is before us. The conditions are wonderfully simplified and, in one or two cases, amazingly indefinite. Here they are as they appear in the Draft Bill:—

1. Suitable school buildings, out-buildings, grounds and appliances for physical training.

2. Library, containing standard books of reference bearing on the subjects of the programme.

3. Laboratory, with all necessary chemicals and apparatus for teaching the elements of science.

4. Four masters at least, each of whom shall be specially qualified to give instructions in one of the following departments: Classics, Mathematics, Natural Science and Modern Languages with English.

5. Such other teachers as will secure thorough instruction in all the subjects on the curriculum of studies for the time being sanctioned by the Education Department for Collegiate Institutes.

6. An average attendance of one hundred pupils, and eighty pupils during the first and second terms respectively.

It requires no second sight to see what the result must be. By-and-by we shall have more of these Institutes

with a vengeance. It will please the people in the small towns and larger villages in which such schools are situated to see the distinction meted out to them as scholastic centres. We had almost said that it would in many cases, even as now, the distinction would be without a difference, but the difference will be represented by the increased grant. We cannot but think that this prospective increase of Collegiate Institutes must inevitably be detrimental to the best interests of Secondary Education in Ontario. A mere cursory glance at the above regulations will show that with the exceptions of six and four they are capable of such interpretation as the Department may see fit to attach to them. But the end is not yet.

The new Bill further provides that High School masters will receive remuneration for their services as examiners at the entrance examination—four dollars per day for presiding and an additional seventy-five cents for reading the papers of each candidate. As a simple matter of justice, Mr. Ross deserves credit for this clause, but will the Minister explain why in cities the Inspectors are by law entitled to a fee of five dollars per day for presiding, while in other cases the High School Master is to receive four dollars. But this is a small matter.

It has been currently stated in both the leading papers in Toronto, in connection with this Bill, that the Treasurer of municipal moneys must be the custodian of High School Funds, but we see no regulation to this effect in the Bill before us. This we regard as an unwarrantable interference with the powers of a Board. We are aware of reasons for making the law permissive on this point, but we fail to see why it should be compulsory, unless on the hypothesis that such school corporations are not cap-

able of attending to their own business. It will tend towards making Boards a piece of pure legislative mechanism by the removal of a very important responsibility which they ought to shoulder. And further, if the Municipal Treasurer is to be paid out of the High School Treasury, it will further impoverish an already somewhat attenuated exchequer. Such are one or two of the most important changes in the new Bill—mere paltry attempts at educational tinkering. We see no proposal for training High School masters, no change in the qualifications of assistants, no attempt to induce municipalities to support High Schools more liberally. On some of these subjects, important suggestions were thrown out in a letter signed "Alpha," in your last number. The Bill is a poor member of a poor family, but let us not anticipate what it may yet be when it passes its "final." We have not heard again of the pro-

ject of the formation of Model Schools for High School assistants. Should this come to maturity, why not add another to train University professors and even Ministers of Education? What's sauce for the goose should not injure the gander. We had almost forgotten the following item of the Bill. Here it is:

Art. 49—Every master of a High School shall, in the organization, discipline, management and classification of the pupils, be subject to such regulations as may be prescribed by the Education Department.

This may mean much or it may be a mere expletive; if the latter, it will do little harm, but if the other supposition is correct, we shall soon have our masters reduced to the condition of mere automata, and Mr. Ross will pull the strings at the Department to make them dance. We are not done with the Bill yet.

Yours, etc., X. Y. Z.

## EDITORIAL.

### REPORT OF THE MINISTER OF EDUCATION FOR THE YEAR 1884, WITH THE STATIS- TICS OF 1883.

**I**n our review of last year's Report we ventured to predict that Mr. Ross would make considerable improvements in the volume issued this year, and we have but to look over a few pages of the Report before us to find that this prediction has been fulfilled. Hitherto it has been our laborious duty to make up averages not found in the Report so that the readers of *THE MONTHLY* might have an intelligent notion of the condition of education in Ontario. This is so largely introduced as one of the improvements in the present volume that we began to fear our occupation was gone. But we found a few places

where the hand of innovation had failed to rend the cobwebs of the Education Department.

### STATISTICS OF PUBLIC AND SEPARATE SCHOOLS.

The total receipts for Public and Separate School purposes amounted to \$3,570,731. Of this the Legislative Grant represents 7½ per cent.; Municipal Grants and Assessments, 70½ per cent.; Clergy Reserves, etc., 22 per cent. The whole amount shows a total increase of \$100,741 over the receipts for the previous year. The total expenditure was \$3,108,430, of which 71 per cent. went for teachers' salaries, 18.35 per cent. for repairs, rents, etc., 10 per cent. for sites and buildings, and the remaining 0.65 per cent. was spent on

maps, apparatus, etc. The Minister notices a gradual improvement in the character of the school buildings, the brick and frame school houses increasing, while those made of logs are gradually disappearing.

The total school population between the ages of 5 and 16 years was 478,791; this number shows a decrease of 5,026. In a review of a previous year's Report we remarked upon a similar decrease, and explained it by the fact that there was a large emigration of our farming population to the North-West. But this explanation will not now avail, seeing that so few people left Ontario in 1883 to seek their fortunes in the Land of Promise. The two most probable ways in which this decrease may be accounted for are the incorrect returns sent in by the local authorities, or a permanent decrease in school population, owing to the fact that fewer children are born. Of the number we have given, 452,661 were entered on the school registers as scholars; there were also 11,708 of other ages registered, making a total registered attendance of 464,369 pupils. The average attendance was not one-half of this, for only 215,561, or 46 per cent, attended school every day. The law requires a minimum yearly attendance on the part of pupils between the ages of seven and thirteen years of 110 days, or eleven weeks in each session, but we find from the Report that 88,432 of this class did attend any school for this period, and we are further told that there were 7,266 who attended no school whatever. If Mr. Ross can succeed in decreasing these numbers, and thus add to the regular attendance he will become a benefactor to the country. The more the children of the country are brought under the wholesome influences of our school system, the more we may expect crime to decrease and prosperity to reign. There were

35 per cent. of pupils in the First or lowest class, 23 per cent. in the Second, 25 per cent. in the Third, 15 per cent. in the Fourth, and only 2 per cent. in the Fifth. The large numbers that are found in the lower classes show how necessary it is that the practical training of the teachers of these classes should have the first consideration. We look anxiously for the time when a year's practice under skilful teachers will be exacted from every student in training in the Province. With an apprenticeship of this extent the teacher would be better fitted at the outside to cope with the difficulties of his calling, and accomplish more satisfactory results.

The following were the average salaries:—

	In Cities.	In Towns.	In Villages.	In Rural Districts.
Males,	\$764	\$605	\$575	\$388
Females,	362	277	256	250

The average for the whole Province for males was \$422; for females, \$271. Mr. Ross remarks that the salaries "are quietly but surely advancing," but the advance is mighty slow, for by reference to the abstract on pages 68 and 69, we find that in 1874 the average salary for the Province was \$287, in 1883 it was barely \$320, thus salaries have advanced \$33 in ten years, or at the rate of \$3.30 per year. Surely Mr. Ross cannot be sincere in advancing this paltry increase as a plea for doing away with the Superannuation Fund. From a statement of the average salary in the various Counties, which appears for the first time, we gather that Kent pays the highest and Haliburton the lowest.

The total number of schools open was 5,252, taught by 6,911 teachers, of whom 2,829 were males, and 4,082 were females. These figures show 1,253 more female than male teachers employed. The excess of female over male teachers is rapidly increasing. 211 of the teachers employed

held First Class Provincial Certificates, 2,167 held Second Class, and 3,426 held Third Class. The remainder held First and Second Class County Board Certificates. The large number of 528 Third Class Certificates were extended by the Minister during 1884.

The County that was the greatest sinner in securing certificates of this character was Norfolk, in which 47 were extended. Surely, with the power given to Inspectors by the Regulations of the Department to add a maximum of 200 marks for efficiency in teaching to the marks of those Third Class teachers who seek to get a renewal of their certificates by examination, these extended certificates should drop out of existencce. There were 273 Temporary Certificates authorized by the Minister during the year 1884. Renfrew took the lead in these, having 46.

To obtain the cost per pupil, based on average attendance, we have no longer to depend upon our own reckonings; it is one of the new features in the Report before us. For years we have urged that a statement of this kind should be given to show in its proper form the rate of expenditure. It is as follows:— For cities, \$14.45; for towns, \$12.44; for rural districts, with their smaller average attendance, \$14.80; for the whole Province, \$14.42. While the average attendance for the whole Province was as we have stated, 46 per cent, it was 43 for rural districts, 55 for towns, and 59 for cities. Of the counties Waterloo stands highest with 51 per cent, and Haliburton, as usual, the lowest with 32 per cent. Smith's Falls takes the lead among the towns with an average of 66 per cent, and Almonte brings up the rear with 43 per cent. Among the cities Toronto is ahead with 65 per cent, and St. Catharines, London, Kingston, and Guelph, are last with only 53 per cent. For the

first time we are informed of the method the Education Department uses in finding this average. It is certainly a way peculiar to itself. Ordinary mortals would find the average by dividing the total number of *actual* teaching days into the total attendance; not so with the Department, it divides the *legal* number of teaching days into the total attendance. Now as very few schools are open for the legal number of teaching days in the year, the average the Report gives is too small. We trust that in the next Report we will have the correct percentage of average attendance given, so that we may see how we compare in this respect with other countries.

#### GEOGRAPHICAL NOTES.

THE nations of Europe are at present actively engaged in seeking to annex new territory. France claims in her last official report that she has extended her possessions in Senegambia, taking in the whole coast from Cape Blanco to the ninth degree of north latitude, and some right has been established to a strip of coast on the Equator north of the Congo which has been explored by one of her lieutenants.

Germany, through her Commissioner, has concluded a treaty with the native chiefs and placed some part of the country on the Gulf of Benin under her protection, as well as a strip of coast about the river Cameroons, and another coast line extending from the northern boundary of Cape Colony to Cape Frio. In the South Pacific, Germany has recently proclaimed a protectorate over the northern coast of the island of New Guinea and smaller islands in the neighbourhood.

Meanwhile, the immense region of the basin of the Congo is being ac-

quired by the International African Association by treaty with the natives, for the purpose of establishing free states under its supervision.

This great territory, hitherto known as The Unexplored Region, will, if the Conference be able to carry out its plans, be thrown open to free trade, and the largest of African rivers made a commercial highway for all nations. The navigation of the Congo between the coast and Leopoldville is interrupted by a series of cataracts or falls. Around these falls it is proposed to build a railway. Above Leopoldville the river is navigable for 4,520 miles. The country about which the Congo Congress is negotiating is bounded on the south by the Zambesi, and extends from the Atlantic Ocean to the valley of the Nile and the lakes out of which it flows, a region of wonderful fertility. The Congo flows through an elevated plateau, the temperature varying during the year from 80° at noon to 60° at two a.m., and the soil is capable of raising immense crops of tropical and semi-tropical products. The Congo is supposed to be second only to the Amazon in its volume of water.

#### THE NILE.

This river has its first great reservoir under the Equator, and derives all its waters from the region between a few degrees south of that line, and 13° north, where it receives its last affluent, the Atbara. The Egyptian Nile is formed by the junction, near Khartoum, of the Blue and the White Niles. The Blue rises in the centre of Abyssinia, and is fed by the rains which fall in the mountains of that country from April to August. It is this great mass of water which causes the rapid rise in summer and brings with it the silt which yearly spreads fertility over the land. The White Nile comes direct from the great natural reservoirs before mentioned.

The annual rise of the river begins before the end of June and reaches its greatest flow late in September, gradually decreasing till the end of May, the great regularity of the flow being due to the admirable system of reservoirs and checks, which nature has provided.

The cataracts play an important part in the preservation and regulation of the Nile flow. They are formed by masses of granite rock which at intervals cross the course of the stream and form enduring dams; without these the Nile in Nubia would be a fierce torrent during high water, and a dry channel a large part of the year. The Nile is navigable at all seasons of the year by steamboats of light draught between the mouth and the first cataract (Assouan), between the first and second (Assouan to Wadi Halfa), between near Berber and Khartoum, between Khartoum and a little south of Gondokoro, and between Duffi and Lake Albert. It is only during the season of high water that boats can descend the Nile between Berber and Assouan. The work of towing or warping boats up against the current is more difficult but less dangerous than the descent.—(Condensed from Gen. Stone in *Science*.)

#### THE SOUDAN.

That portion of the African Continent known as the Soudan (the country of the blacks) or Nigritia, in its largest sense embraces all the great stretch of country between the sixth and the fifteenth parallels north latitude, extending from the Nile Provinces on the east to Senegambia on the Atlantic coast. It covers an area of nearly a million and a-half square miles, is known to be peopled with dense tribes and to possess inexhaustible natural resources. The inhabitants are of the negro race. Khartoum is the connecting link between this vast country and what is known as

the Soudan proper, which embraces Nubia, Kordofan, Sennaar, and other provinces on both sides of the Nile. It is estimated by Sir Samuel Baker to contain about a million of inhabitants, mostly Arab tribes, brave, warlike and fierce, who live by raising flocks and selling slaves. These Arabs are the people who are now making all the trouble in the Soudan. The Soudan proper was conquered by Egypt under Mahomet Ali in 1821, and has since been ruled by unscrupulous men, who robbed the inhabitants and protected the slave-trade. The people did not contest the nominal rule of Egypt as long as it did not interfere with this trade, but in 1874 Sir Samuel Baker and General Gordon were sent by the then Khedive (Ismail Pasha) to break it up, and, after great efforts, succeeded in making it dangerous and unprofitable for a time. On their withdrawal the Arabs resumed the traffic in slaves as before; they now fear that if the English control the Soudan they must return to their old occupation of tending flocks and robbing caravans.

The horrors of the slave trade in the Soudan are beyond description: there is such an immense country to draw from. Khartoum is the great slave market; the French missionaries there estimate that a million of people are captured, and sold from that city every year. As many as 50 per cent die on the long desert marches. It is said that the Mahdí has accumulated great wealth by slave barter.

#### CANADA.

A HIGH authority on Canadian affairs, in referring recently in England to our timber resources, states: 'That the forests of Canada, for England, and for the world, present as inviting a field as is to be found anywhere. From the Province of Nova Scotia on the Atlantic, to

the Province of British Columbia on the Pacific—some 4,000 miles apart—there are in every section of that wide domain, vast forests containing valuable and important woods of various kinds. When the Chief Engineer of the Canadian Pacific Railway was in British Columbia he found an order there from China for six sticks 120 feet long and measuring six feet square at the small end. We have in addition to other kinds an unlimited supply of the famous Oregon timber. The exports of the forests of Canada in 1883 were £5,000,000 sterling.

#### NOVA SCOTIA.

The climate of Nova Scotia, owing to the tempering influence of the sea breezes, is milder than any other portion of Eastern Canada, the mean temperature being about 45°, and is also correspondingly healthy.

#### KINGSTON.

A quarry of valuable granite has recently been opened in the neighbourhood of Kingston. The quality of the granite improves in colour and texture below the surface, and compares favourably with the best Peterhead and Bay of Fundy granite.

#### THE BALDOON SETTLEMENT.

Among the very early settlers in Ontario was a colony from the Islands and western coast of Scotland brought out by Lord Selkirk ten years before his famous attempt at colonization in the Red River Country. A correspondent of the *Globe*, at Collingwood recently, gives some interesting particulars about this colony:

They left Scotland in 1804, and after crossing the Atlantic made their journey by way of the St. Lawrence, and Lakes Ontario and Erie to the Detroit River. Crossing Lake St. Clair and up the St. Clair River they entered a small stream known as the



Chenal E. Carte, and eight miles from its mouth formed what was known as the Baldoon Settlement. The spot selected seems to have been near the junction of the Sydenham with the Chenal E. Carte. On these St Clair flats the new settlers had many difficulties to contend with, but, being reinforced from time by new comers, they held together and spread over the surrounding country. The nearest market was Detroit sixty miles down the river and across Lake St. Clair. Some of the colony settled eventually in what is now Amherstburg and took part in the War of 1812, but it is worthy of notice that notwithstanding their nearness to the American frontier and the close relations which existed between them, in no part of the country was the sentiment of loyalty stronger or greater readiness shown to rally round the British flag. Many incidents of great interest about the early days might still be gathered from the descendants of those pioneers of the Western Peninsula of Ontario.

Professor Bonney, Secretary of the British Association, in writing to *The Canadian Gazette*, notes many points which specially interested him in Canada:—"The gigantic horizontal scale of everything, notably the rivers and lakes;" "the vast extent of virgin country;" "the ample space yet to be settled;" "the comparative absence of the signs of extreme poverty;" "and, on the strength of his observations in Montreal, Toronto and Ottawa, the healthful look and good physique of the people;" "the children well developed and active."

The Boston *Traveller* says: "Canada has certainly a general healthy climate, a vast quantity of fertile soil, and an abundance of timber and water power. In one department of agriculture, at least, that of the production

of barley, she enjoys an advantage over the United States, and good land is generally cheaper. As regards wheat, she has vast fields adjoining our great wheat producing territory in the North-West, which offer the most encouraging returns to the husbandman, and the Dominion Government offers these lands to settlers on the most encouraging terms."

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### HAST DU MICH LIEB?

Von William Cowper.

Meine Seele, horch, es spricht  
 Klar dein Heiland, hörst Du nicht?  
 Jesus sagt Dir freundschaftlich:  
 "Armer Sünder, liebst Du mich?"  
 "Schwere Ketten hab' ich Dir  
 Losgemacht, und oft von mir  
 Ist Dein Kummer ganz geheilt,  
 Oft mein Trost Dir mitgetheilt.  
 "Wie? Ein Weib vergisst doch nicht  
 Ihre mütterliche Pflicht?  
 Ja, sie kann vergesslich sein,  
 Nie vergessen will ich Dein!  
 "Meine Lieb' bleibt immerdar,  
 Höher, als der Sterne Schaar,  
 Tiefer, als der tiefste Schlund;  
 Ihre Kraft erklärt kein Mund.  
 "Meine Ehre wirst Du seh'n,  
 Wenn die Menschen vor mir steh'n;  
 Zum Genossen mach' ich Dich  
 Meines Thrones! Liebst Du mich?"

Herr, ach, meine Lieb' ist schwach;  
 Das ist meine grösste 'Klag';  
 Gleichwohl lieb' ich Dich so sehr,  
 Gieb mir Gnad', so lieb ich mehr!

—Uebersetzt von George E. Shaw.

Toronto, 1884.

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INFINITE toil would not enable you to sweep away a mist, but by ascending a little you may often look over it altogether. So it is with our moral improvement. We wrestle fiercely with a vicious habit, which could have no hold upon us if we ascended into a higher moral atmosphere. —*Helps*.

SCHOOL WORK.

MATHEMATICS.

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

SOLUTIONS

By WILBUR GRANT, Toronto Coll. Inst.

(SEE JANUARY NO.)

2. If i.  $ax + by + c = 0$  } then  $a + b + c = 0$ ,  
 ii.  $bx + cy + a = 0$  } or  $a^2 + b^2 + c^2$   
 iii.  $cx + ay + b = 0$  }  $= ab + bc + ca$ .

2. By adding i., ii. and iii., we get

$$(a + b + c)(x + y + 1) = 0,$$

where either  $a + b + c = 0$ , or  $x + y + 1 = 0$ , (iv.)

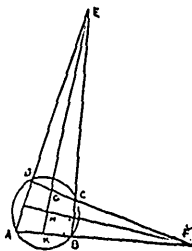
Multiplying i. by  $a$ , ii. by  $b$ , iii. by  $c$ , i. by  $b$ ,

ii. by  $c$ , iii. by  $a$ , and adding products we get

$$(a^2 + b^2 + c^2)(x + y) + (ab + bc + ac)(x + y) + 2(ab + bc + ca) = 0,$$

putting  $x + y = -1$  from iv.,

$$\therefore a^2 + b^2 + c^2 = ab + bc + ca.$$



4. Let  $ABCD$  be a quadrilateral inscribed in a circle. Let the sides  $AD$   $BC$  be produced to meet in  $E$  and  $DC$ ,  $AB$  to meet in  $F$ . Let  $EGHK$  bisect angle  $AEB$ , meeting  $DC$  in  $G$  and  $AB$  in  $K$ . Let  $FH$  bi-

sect angle  $DFA$ .

4. Angle  $EHF = \text{angle } HKF + \frac{1}{2} \text{ angle } DFA$ .

$= \text{angle } BAE + \frac{1}{2} \text{ angle } AEB + \frac{1}{2} \text{ angle } DFA$ .

Angle  $KHF = \text{angle } HGF + \frac{1}{2} \text{ angle } DFA$ .

$= \text{angle } DCE + \frac{1}{2} \text{ angle } AEB + \frac{1}{2} \text{ angle } DFA$ .

But angle  $DAB + \text{angle } DCB = \text{angle } DCB + \text{angle } DCE = 180^\circ$ .

$\therefore \text{angle } DCE = \text{angle } BAE$ .

$\therefore \text{angle } EHF = \text{angle } KHF = 90^\circ$ .

5. If through a given point within a circle are drawn two perpendicular chords, the sum of the squares on these lines has a constant value.

5. Let  $O$  be the point of intersection of the two chords  $AC$ ,  $BD$ . Take  $E$  the centre, and drop perpendiculars on the chords. By applying Prop. IV., Book II., it may be

shown that  $AO^2 + OC^2 + BO^2 + OD^2 = 4r^2$  where  $r$  is radius of circle.

QUESTIONS IN PHYSICS.

By W. J. LOUDON, B.A., Univ. Coll.

9. A candle whose specific gravity is  $A$  floats vertically in still water of specific gravity  $B$ . It is lighted and the flame descends towards the water with uniform velocity  $u$ . Show that the velocity with which

the candle burns is  $\frac{Au}{B - A}$

(This question can easily be solved by remembering that the distance travelled in any time by a body moving uniformly is the product of the velocity and the time. In the present case the expression for the time disappears in the result.)

10. A body is weighed by means of an ordinary balance. When placed in one pan its weight appears to be  $P$ ; when placed in the other pan,  $Q$ . Show that its true weight is  $\sqrt{PQ}$ . (This is solved by using the principle of the lever.)

11. Show also in the preceding question that the lengths of the arms of the balance will be very nearly in the ratio  $1$  to  $1 + \frac{P - Q}{2Q}$

12. A piece of iron weighing 48.3 grammes at a temperature of  $96^\circ.7$  centigrade is immersed in a quantity of water whose weight is 76.4 grammes at a temperature of  $11^\circ.05$ . The common temperature to which both finally come is  $16^\circ.74$ . Determine the specific heat of iron.

(Specific heat is defined as the quantity of heat which would be required to raise a given weight of a substance through one degree centigrade, as compared with that required to raise the same weight of water through the same distance. With this definition, to solve the problem it is sufficient to equate the quantity of heat given out by the iron to the quantity of heat absorbed by the water, the specific heat of water of course being 1.)

## CLASSICS.

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

CONDITIONAL SENTENCES IN  
LATIN.By J. C. Robertson, B.A., Classical Fellow,  
University College.

The classification of conditional sentences that has long been generally used may, with profit, be discarded for a more accurate and scientific division, which is also far easier to understand and apply. A conditional sentence is one where the fulfilment or truth of a consequence depends upon the fulfilment or truth of a condition, implied or expressed. It is with the expressed condition that we have to do. Logically the consequence is dependent on the condition; in grammar the consequence or apodosis is the principal sentence, the condition or protasis the dependent one. Where there is such close relation in thought between condition and consequence, it would naturally be supposed that there would be as strongly marked an expression of their connection or assimilation, and such is the case.

The first division of conditional sentences is that into particular and general. The former class is far the larger, and includes all conditional sentences that refer to one special or single definite act; while a general conditional sentence embodies a general truth or the statement of a customary or oft-repeated act: e.g., "If you tell us this, we shall reward you," is a particular sentence, for it refers to a specific, definite act. But "if death comes near, none wish to die," and "if any one slew another, he was liable to the death penalty," do not refer to any definite act, but in the first case to a general truth, in the second to a customary consequence following any repetition of a certain act.

The second division is that of time, for conditions may refer to past, present or future time.

The third division depends upon the implied statement of the fulfilment or non-fulfilment of the condition. In "if you were here you would be pleased," it is implied that you are not here, that the condition is not fulfilled. It is possible then for sentences, by their form, to imply without express statement, that the condition was or is not fulfilled. But there is no form that can tell us that the condition *was* fulfilled: that must be gathered from the context. The distinction, then, is between those which imply non-fulfilment, and those which express no opinion whatever on that question.

Of the twelve possible cases seven only are found regularly occurring. For from their very nature, general sentences referring to the future, or implying non-fulfilment, and also particular sentences expressing non-fulfilment in the future, will seldom, if ever, occur. There remain then five classes of particular sentences and two of general. But, first one division more must be noticed, in future particular sentences. The conception of the future condition and its consequence may come before the mind with greater or less vividness. The distinction is not that of Arnold and Buttmann—that in one case there is prospect of speedy decision, in the other there is not—it is not objective but subjective, existing only in the mind, and depending entirely upon the distinctness or vividness of the thought as pictured by the imagination. In Latin as in Greek there are three degrees in this vividness of conception, so that we shall have in all nine classes of conditional sentences.

## A. Particular sentences:

I. Not implying the non-fulfilment of the condition.

(a) Present—Si haec facis, stultus es.

If you are doing this you are foolish.

Si haec fecisti, stultus fuisti  
(perfect).

(b) Past—Si haec faciebas, stultus eras.

If you were doing this, you were foolish.

Si haec fecisti, stultus fuisti  
(aorist).

## (c) Future—

## 1. Ordinary vivid future :

Si haec feceris, stultus eris.

If you do this, you will be foolish.

## 2. Less vivid future :

Si haec facias, stultus sis.

If you should do this, you would be foolish.

## 3. Very vivid future :

Si haec facies, stultus eris.

If you are going to do this, you will be foolish.

## II. Implying non-fulfilment of the condition.

## (a) Present—Si haec faceres, stultus esses.

If you were doing this, you would be foolish.

This also denotes *continuous* action in the past.

## (b) Past— Si haec fecisses, stultus fuisses.

If you had done this, you would have been foolish.

## B. General sentences.

## (a) Present—Si quis haec fecit punitur.

If anyone does this he is punished.

The pres. ind. also is sometimes used.

## (b) Past— Si quis haec fecerat puniebatur.

If anyone did this he was (or used to be) punished.

It is to be noticed 1st, that we have either the subjunctive in both clauses, or the indicative in both, the imperative however often taking the place of the indicative in the apodosis. Any violations of this are either due to rhetorical emphasis or vividness, or are but apparent exceptions, e.g., the hortative subj. is really equivalent to an imperative, and for the subj. are often substituted certain periphrastic forms with *debeo*, *possum*, *licet*, etc., or compounds of *sum* with fut. partic. act. and pass. With these may be compared our English substitutes for the subjunctive mood. 2nd. The time may not always be the same in protasis and apodosis: a present consequence may be expressed as depending upon a past condition; but this will not affect the mood. 3rd. "If he should have anything he would give it," requires

the *present* subj. in both clauses, not the *imperf.* subj., which cannot refer to future time. 4th. The difference between the three future forms has nothing to do with prospect of decision. Between the two first, which are far the most common, the difference is exactly the same as in English between shall or will and should or would—the second expressing a less vivid conception in the mind than the first, while the third class regards the event with most vivid interest, as exceedingly imminent.

The following quotations will illustrate their uses:

Hoc denique ipso die, si quae vis es<sup>t</sup> parata, si quae dimicatio capitis futura, desposco.—Cic. pro. Mil., § 100.

Si Athenienses quibusdam temporibus Aecopago sublato, nihil nisi populi scitis ac decretis agebant, non tenebat ornatum suum civitas.—Cic. de Rep. I. 27.

Quorum clamor si qui forte fuerit, admonere vos debet.—Cic. pro Mil., § 3.

Nos similes istorum simus, si diutius hic moremur.—Livy VII. 34.

Ita vero, si illi bellum facere conabuntur, excitandus novis erit ab inferis C. Marius.—Cic. pro Font. XVI. 36.

Ego vero non gravarer, si mihi ipse confiderem.—Cic. de Amic. V. 17.

Et perfecta utraque res esset, ni tribuni se in omnia simul consulere plebium dixissent. Livy VI. 39.

Si quis eorum decreto non stetit, sacrificiis interdicunt.—Caes. B. G. VI. 12.

Si a persequendo hostes deterrere nequiverant, disjectos a tergo circumveniebant.—Sall. Jug. 50.

Among the advantages of this method are that it is at once more accurate and more practical than the old, for there is not a point in the whole classification that cannot be readily and easily decided: that it can be applied to Greek, and probably to any inflected language, as successfully as to Latin, being based on natural divisions: and that it may be extended to hypothetical relative and hypothetical temporal sentences, the treatment of which is thereby greatly simplified.

## NATURAL SCIENCE.

H. B. SPOTTON, M.A., Barric, Editor.

## NOTES.

THE great problem at present, in lighting by electricity, is to find an economical substitute for the steam-engine to drive the dynamo electric-engine. The conversion of heat into electricity is still too costly.

ONE of the signs of the times in which we live is the formation, both in England and in the United States, of a society for "psychical research." One of the objects of the society is to thoroughly investigate the pretensions of so-called "thought readers." As the society is made up of men of the highest standing, it may be taken for granted that the world will know before long exactly what proportion of fraud characterizes these pretensions, and any work done in this direction would amply justify the formation of the society.

IT is quite clear that a great deal has yet to be learned in regard to the functions of the constituent parts of plants. Some recent observations tend to show that many of the views enunciated by Sachs will have to be considerably modified. Dr. Haberlandt, in a new work on the Physiological Anatomy of Plants, challenges the correctness of Sachs's classification of tissues, showing that it should be based, not on embryology, nor on collocation, but on structure as related to function; and therefore divides them into "protective" and "nutritive." Sachs's views in regard to the conducting system, also, find no favour in the new work. It seems to be clearly shown that Sachs's experiments were untrustworthy. His doctrine in regard to the passage of water upward through the substance of the walls of wood-cells, whilst the vessels are filled with air, is familiar to every botanist. It is now shown that water ascends through the vessels, whilst the wood-cells are altogether mechanical in their function. Throughout the book the anatomy of the plant is discussed with exclusive reference to the functions of the various parts.

A NEW departure in the way of meteorological observations has just been made at

Philadelphia. On the 19th of last month, a balloon ascent was made from that city, exclusively for meteorological purposes. In Europe the balloon has long been in use for scientific objects, but hitherto no attempt has been made on this continent to take advantage of the aeronaut's art. As the course of a storm can now be predicted with a fair degree of certainty, it has become desirable to study unusual atmospheric conditions, and a series of ascents has been planned with this object in view. The first of the series, to which reference is here made, was fairly successful in its results, and doubtless experience will suggest ways of increasing the usefulness of this method of observation.

SINCE the meeting of the British Association at Montreal last summer, a curious discussion has arisen regarding the existence of a large lake to the north of the waters held between Hudson's Bay and the St. Lawrence. Such a lake (*Mistassini*) is laid down on all our maps, but the best ones, whilst apparently indicating that the western end of the lake has been surveyed, all have the northern and eastern boundaries laid down in dotted lines, showing that these boundaries are conjectural. The discussion referred to is said to be due to a paper read by the Rev. Professor Laflamme, and subsequently commented upon by General Lefroy, the chairman of the Geographical Section of the British Association. This paper speaks of the lake as rivalling Ontario, and perhaps Superior, in magnitude. An opinion based on a statement of Father Albanel, the first explorer of that region, in 1672, that it would take twenty days in fine weather to make a circuit of it. It would certainly be a most extraordinary thing if it should be left for explorers of the present day to discover such an expanse of waters, more than two hundred years after the Jesuits correctly mapped out Lake Superior, and when they also had posts at no great distance from the lake under discussion. Of one thing, however, there can be no doubt, and that is that our knowledge of the region of this lake has made but little advance during the last two

hundred years. We understand that the Geological Survey of the Dominion is now directing its attention to this district, and probably the next government map will solve all doubts regarding it.

## THE CLASS-ROOM.

DAVID BOYLER, Toronto, Editor.

### ARITHMETICAL PROBLEMS.

By LEO. B. DAVIDSON, Head Master, Public School, Goodwood.

1. A farmer has  $112\frac{1}{2}$  bushels of wheat and 115 bushels of barley, which he desires to put into the least number of bags, of the same capacity, without mixing the two kinds of grain. Find the cost of the bags at 15 cents each. *Ans.* \$13.65.

2. In 3 days *A* can build 28 yards of fencing, *B* 50 yards, *C* 16 yards, and *D* 40 yards. If *D* values his services at 60 cents per day, find the least sum that should be paid him for building a number of yards of fencing that would afford an exact number of days' work for any one of the four men. *Ans.* \$42.

3. In a six days' race—"go-as-you-please"—a person goes 405 miles. How far did he go the third day if he diminished his speed 5 miles daily after the first day? *Ans.* 70 miles.

4. A farmer has an orchard of 10 acres. On  $\frac{2}{3}$  of the remainder of his farm he sows wheat, on  $\frac{1}{4}$  of what is left he sows barley, and then he finds he has 6 acres less than  $\frac{3}{4}$  of the second remainder for other grains. Find the size of his farm. *Ans.* 100 acres.

5. A candidate must get  $\frac{1}{4}$  of the aggregate number of marks to pass an examination. He answers on the average  $7\frac{1}{2}$  questions out of every 10, but to four of his answers out of every five the examiners assign on the average but  $\frac{2}{3}$  of the maximum number of marks, and thus he fails by 55 marks. How many marks did he obtain? *Ans.* 195 marks.

6. The population of a city annually increases and decreases by  $\frac{1}{10}$  for four years. At the end of that period will the population be greater or less than at first, and by how much of the original population?

*Ans.* Less by  $\frac{1}{10000}$  of first population.

7. A hotel-keeper buys  $62\frac{1}{2}$  gallons of brandy at \$4.50 per gallon. He desires to dilute it with water to such an extent that he may gain \$40, after allowing his bar-tender  $\frac{1}{4}$  of the gross profits, and yet be able to tell his customers that he sells at his buying price. How many gallons of water does he add? *Ans.* 10 gallons.

8. An apothecary who makes in his regular line of business a profit of  $\frac{1}{3}$  of cost, buys salts from a wholesale grocer at 5 $\frac{1}{2}$  cents per lb. (Avoir.). At what price per lb. (Apoth.) must he sell the same that he may gain  $\frac{1}{4}$  of his regular prices? *Ans.* 8 cents.

9. A farm of 120 acres is 40 chains long. How long would it take a boy to walk round the farm, supposing he takes 88 steps of 3 feet each every minute? *Ans.* 35 minutes.

10. A merchant ships to Toronto by Grand Trunk Railway seven car loads of wood, for which he gave \$3.25 per cord. Supposing the wood to be piled four feet high on cars 30 ft. x 8 ft., find the selling price per cord, in Toronto, that he may gain \$29.75, after allowing \$7 per car for freightage. *Ans.* \$4.75.

## COUNTY OF VICTORIA PROMOTION EXAMINATIONS.

DECEMBER, 1884.

Fourth Class Junior.

### ARITHMETIC.

1. A room is 36 ft. long and 24 ft. wide. Find the cost of carpet 27 inches wide at \$1.15 a yard.

2. A man owns three-eighths of a ship, and sells two-thirds of his share for \$1260. What is the value of the ship?

3. If telegraph posts are placed 80 yards apart, and a train passes one every 4 seconds, how many miles an hour is it running?

4. How many yards of paper 22 inches wide are required to cover the 4 walls of a room 24 ft. long, 16 ft. wide and 11 ft. high?

5. How many seconds from March 7th at noon to November 20th at 3 p.m.?

6. A lot of land containing  $1\frac{1}{2}$  acres is 400 ft. long. What is its width?

*Junior Third.*

GRAMMAR AND COMPOSITION.

Time,  $1\frac{1}{2}$  hours. Value, 10 marks each.

1. Define noun, pronoun, adverb, conjunction, adjective.

2. State to what class (part of speech) each word in the following belongs:—

"The little boy with a black hat threw the stone which broke the window, and then he ran away."

3. Write a sentence containing a noun, a verb, two adjectives, and an adverb only.

4. Divide the following sentences into subject and predicate:—

(1) The boy learns his lessons thoroughly.

(2) What do you think of them?

(3) On the back seat sat a mischievous little boy.

5. Write sentences containing the following words:—Here, hear, fair, fare, were, where, bear, bare, lose, loose.

6. Correct—

(a) I ain't going to school no more.

(b) She is older than me.

(c) John has went there three times.

(d) I seen him do it.

(e) Who is that setting there?

THE subjects of the next High School Entrance Examination, July, 1885, are:—Orthography and Orthoepy, spelling from dictation, marking pronunciations and verbal distinctions. There will be fifty marks allowed for this subject. One mark will be deducted for every mistake in spelling in the papers on Literature, Grammar, Geography, Composition and History.

*Writing.*—Besides a paper on this subject, for which fifteen marks will be assigned, a maximum of five marks for writing and neatness will be allowed on each of the Spelling, Literature, Grammar, Arithmetic, Composition, Geography and History papers, making fifty marks in all for writing.

*Arithmetic.*—As far as percentage and interest, 100 marks.

*Grammr.*—Inflections, definitions, corrections, parsing and analysing, 100 marks.

*Composition.*—Sentence construction, varying expressions, transposition and contraction

of passages, expansion of topical hints into a composition, paraphrasing, punctuation and letter-writing, seventy marks. Besides the marks given on the composition paper a maximum of fifteen will be allowed for the composition on the history and literature papers, making 100 marks in all.

*Geography.*—Form and motions of the earth, chief definitions, chief physical and political divisions, circles on the globe, maps of America, Europe, Asia, Africa, Canada and Ontario, railway systems, products and commercial relations of Canada and Ontario, 75 marks.

*Drawing.*—A paper on drawing, for which twenty-five marks will be assigned. Candidates for examination must place their drawing-books in the hands of the presiding examiner on the morning of the first day of the examination. Every exercise must be certified to by the teacher as being the candidate's own work, and should show at least three months' work; twenty-five marks allowed for the books, making in all fifty marks.

*History.*—Outlines of English History; 75 marks.

*Reading.*—Intelligently and intelligibly, with correct pronunciation, emphasis and pause, 50 marks.

*Literature.*—From selected lessons to show the meaning of words, phrases, passages; to reproduce the subject-matter in the pupil's own language; to quote passages of special beauty; to evince some knowledge of the authors of the lessons; 100 marks.

The twelve selections (from the Ontario Readers) for the July and December, 1885, examinations are:—

1. The Stage Coach.—*Dickens.*
  2. The Lark at the Diggings.—*Reade.*
  3. The Geysers of Iceland.—*Dufferin.*
  4. The Story of La Fevre.—*Sterne.*
  5. The Skater and the Wolves.—*Whitehead.*
  6. The Ocean.—*Byron.*
  7. Autumn Woods.—*Bryant.*
  8. Sir John Franklin.—*Punch.*
  9. The Incident at Ralisbon.—*Browning.*
  10. The Shipbuilders.—*Whittier.*
  11. The Battle of the Baltic.—*Campbell.*
  12. The Incident at Bruges.—*Wordsworth.*
- The total number of marks assigned is 750, the minimum required to pass is 375, and one-third in every subject.

## CONTEMPORARY LITERATURE.

Macmillan & Co., London and New York.  
SCIENCE PRIMERS, ASTRONOMY. By J. Norman Lockyer.

AMONG the Science Primers issued some time since by Macmillan & Co., the one on Astronomy, of which a new edition has just been published, is perhaps not quite so well known in Canada as some of the others. It is not an abridgment of the larger work by Mr. Lockyer on the same subject, but rather an introduction to astronomy from a child's point of view, written in simple language and illustrated by a number of diagrams and sketches. A great deal of the Astronomical Geography which is imperfectly taught in our schools, along with Political Geography, would be more easily mastered from this primer.

HISTORICAL COURSE FOR SCHOOLS. Edited by Edward A. Freeman, D.C.L. Vol. III. Scotland. By Margaret Macarthur.

THIS volume of the well-known "Historical Course" gives an account of the principal events in Scottish History up to the Union in 1707, and a brief sketch of Scottish affairs subsequent to that date. Short and clear notes on "The Disruption," "The Porteous Riots," etc., will exactly answer the purpose of a busy teacher who has forgotten, at the

moment, the ins and outs of these events in Scottish history, and can hardly spare time to read fifty or a hundred pages of a more elaborate work in order to refresh his memory.

THE HEROES OF GREEK FAIRY TALES, FOR MY CHILDREN. By Charles Kingsley. Macmillan & Co., London and New York. Toronto: Rowsell & Hutchison.

THIS is one of the series of Globe Readings now being issued by a firm that has done more in the way of putting good educational books in the hands of scholars than any other firm that we know of. It is written by a loving and skilful hand, and might well be used as a supplementary Reading Book in our schools.

## EXCHANGES.

THE *Book Buyer* (Charles Scribner's Sons) is an editor's necessity.

OFTEN quoted and widely circulated, the *Popular Science Monthly*, bids fair to be more prosperous and useful than ever during 1885.

IN the pages of the *Eclectic Monthly* one may safely look for the very essence of good magazine literature. It is now in its forty-first volume.

## NOTES.

CONTRIBUTIONS received, and held over for insertion next month:—

Thomas Carlyle, by Wm. J. Robertson, M.A., St. Catharines; Higher Education of Women, by Wm. Houston, M.A., Toronto; Mathematical Problems, by Geo. Ross, B.A., Galt.

THE attention of the readers of this magazine is directed to the Rev. Septimus Jones' address. Mr. Jones, who is a Canadian, has been a teacher, school superintendent, and for several years an examiner also, and therefore well qualified to speak to thoughtful men on educational questions.

THE Toronto Teachers' Association held successful meetings on February 27 and 28, at which reports were received and officers elected for 1885. Papers were read on Friday by Misses McIntyre and Taylor, and on Saturday the Association was addressed by the Rev. Septimus Jones.

THE annual meeting of the North Durham Teachers' Association was held at Bowmanville on February 12 and 13. Dr. McLellan was present and gave addresses, which greatly added to the interest of the meetings. Several papers were read on subjects of practical importance by members of the Association.



MR. SCARLETT, Inspector of Public Schools in Northumberland, has recently held a number of conventions of trustees and teachers for the purpose of discussing the public school programme and the best methods of carrying it out, Township Boards of School Trustees, and other subjects. We are glad to learn that these meetings have been very successful.

THROUGH the courtesy of the Principal, Mr. McHenry, we have received the announcement of a series of lectures and addresses which is to be delivered to the pupils of Cobourg Collegiate Institute during the present session. Among the subjects are:—"Quebec and Its People," "An Atlantic Voyage," "Moral Culture," and "The Wonders of the Yellowstone."

SINCE our last issue the invention of Dr. Roseburgh, of this city, and Mr. Black, of Hamilton, by which the induction from one wire to another is suppressed on that to which the invention is attached, has been tested and found, so far, quite satisfactory. Two advantages seem to be gained: 1st, That telephone and telegraph messages can be exchanged simultaneously on the same wire, and 2nd, That the noise caused by induction from electric light wires, etc., is done away with.

THE elevation of Judge Gowan, of Barrie, to the Senate of the Dominion is an event of interest to all friends of education. The new senator can probably claim to have served longer as a school trustee than any other man in the province. He was, we believe, a member of the original Board of Grammar School Trustees at Barrie, more than forty years ago, and he is to-day the respected chairman of the Collegiate Institute of that town. Much of the harmony which has always marked the management of that institution is due to his tact and knowledge of men. The new appointment is, we understand, exceedingly popular in the County of Simcoe.

EAST AND WEST VICTORIA TEACHERS' ASSOCIATION.—The two conventions met at Lindsay on Monday and Tuesday, March

2 and 3. A large number of teachers attended at all the sessions. Wm. Grace, Esq., Chairman of the Board of Education, presided at the public lecture, and the President of the East Victoria Association, Mr. W. O'Boyle, at the meetings of teachers. Dr. McLellan, Director of Institutes, lectured on the "A B C of Arithmetic," "The Art of Questioning," and "Analysis of Grammar," before the teachers and at the public meeting on "Education in Ontario." The latter extended over nearly two hours, and the interest was well sustained throughout. The improvements in our schools within the last few years were clearly shown, and a very favourable comparison drawn between Ontario schools and those of the United States. Besides the lectures by Dr. McLellan, the following subjects were taken up:—Literature, by J. C. Pomeroy, Head Master, Oakwood High School; Natural Science, by Wm. O'Connor, Head Master Lindsay High School; Reading and Spelling, by J. H. Knight, P. S. Inspector; "A Trip to Germany," by Miss C. Holtorf; and Entrance Examinations, by H. Reazin, P. S. Inspector. The united conventions passed a vote of approval of the appointment of a Director of Institutes.

WE find the following appears among the Orders in Council:—

Reading Book (4th December, 1884). Upon consideration of the report of the Hon. the Minister of Education, dated 2nd December, 1884, the Committee of Council advise that the authorization of the third, fourth and fifth Readers now in use be extended to the 1st day of January, 1886.

The Committee further advise that in view of the early publication of a series of Readers prepared under the direction of the Education Department, to be known as the "Ontario Readers," the authorization of the "Royal" and "Canadian Readers" shall cease and determine on the 1st day of January, 1886.

Reading Books (18th December, 1884). Upon the recommendation of the Hon. the Minister of Education, the Committee advise that the agreement between William James Gage, the Canada Publishing Company (Limited), and Thomas Nelson and William Nelson, trading under the name and style of Thomas Nelson & Sons, and Her Majesty the Queen, represented by the Hon. the Minister of Education for the Province of Ontario, acting for the Education Department of Ontario, for the publication of a series of Readers, to be known as the "Ontario Readers," be approved of by your Honour.