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A PAPER ON CICERO.*

BY REV. C. H. MOCKRIDGE, B.D., HAMILTON, ONT.

WHEN Marcus Tullius Cicero was born, Rome was in a troubled state. She had reached great power, and the individual wealth of her citizens had produced many improvements and luxurious modes of living, but very little, if any, refinement of taste. Men and even women were brutal in their tastes. For amusement they loved to gaze on scenes of bloodshed. Unless the stage was left reeking in blood, but very little amusement was given. Unfortunate victims torn to pieces by wild beasts ; gladiators, hard and fierce, slashing here and there with rude swords, formed the favourite entertainment of the Roman gentleman and lady. It is little to be wondered at, then, if we find blood-shedding among the Romans a common, almost every-day occurrence. In their political disturbances their streets often ran with blood, and every one who

rose to any high place in the State did so at his peril. This had been the case long before Cicero's time for active work in the State. Tiberius and Caius Gracchus were splendid men. Sons of an excellent mother ; feeling in every throb of their heart the welfare of the people whose they were, and in whom they rejoiced ; grieved in heart and soul at their poverty and oppressions, they devoted their lives to help them and procure such legislation as would put them above misery and want. But the savage character of the age soon bore them down, and crushed them with violent and bloody deaths.

Then there appeared on the scene Caius Marius, born at Arpinum, the place which was destined ere long to be also the birthplace of Cicero. Brave and excellent as a warrior in the first part of his life, Marius ended his days in an unworthy thirst for office. The city he had saved from savage

* Read before the Hamilton Literary and Scientific Association.

tribes, and whose honour he upheld in his struggle with Jugurtha, he afterwards made red with blood merely to carry out his own personal ambition. The highest position that could be occupied in the Roman republic was that of Consul, and it was rare for any one to be elected to that office more than once; but while Cicero was an infant, sucking his thumb at Arpinum, Marius was loaded with honours at the hands of the Republic, being five times elected Consul. Had he ended his days with this, great honour would have been his; but twice again he obtained the Consulship—once by unworthy intrigue, and at last by a fearful carnage, when he made the streets of Rome run with the best of Roman blood.

But as he went down (for he died soon after this) another great name appeared above the horizon. This was Lucius Sulla, or Sylla. He carried on many wars, and made the name of Rome a terror to her neighbours. He was of patrician birth, and therefore favoured the cause of the aristocracy, and though of a depraved and profligate life, was possessed of many of those peculiar qualities which make men rulers over their fellows. While he was holding sway with a rigid hand which made old Romans tremble for the constitution—going so far as to make himself Dictator—three young men were fast growing into notice, men whose names were destined to figure largely in Roman history. These were Cnæus Pompeius (popularly known as Pompey), Marcus Tullius Cicero (who were born in the same year, or 106 years B.C.), and Caius Julius Cæsar, six years younger than the other two, but destined to strain the power ventured upon by Sulla to its highest pitch, until, indeed, the dagger of outraged lovers of the republic should lay him low as a tyrant and as one untrue to the established constitution of his country.

But we are chiefly concerned now with Cicero. Plutarch tells us that as a child he was remarkably bright, and that many people would visit the school in Rome to which his father sent him—taught by a Greek master—for the express purpose of listening to the boy Tully in the recitation of his lessons and his answers to questions. Of somewhat delicate organization, with a neck, Froude tells us, no larger than that of a woman, he and his friends felt that if he was to win distinction it must be as a scholar and politician, not as a warrior. The army, of course, had been the channel through which men usually rose to power, but Cicero marked out a different line for himself. He meant, if possible, to be great. His question was sometimes, "What will history say of me six hundred years hence?" Ambition of this sort has its good points. No man can work lawfully to advance himself without to some extent benefiting his fellow-man. Cicero studied—studied with a view, let us say, to advance himself. Those studies have been of the greatest value. To this day few authors write more elegantly than Cicero. We are fortunate in possessing a very large portion of his writings. The general wreck which happened to early literature has been somewhat kind to him. We have his treatises, speeches, and letters, and from these we are able to form a better opinion of his public, private and even inner life than of any other of the ancients. But his exertions were not altogether with a view to his own advancement. It is not too much to say that he dearly loved the Roman republic. He seems to have lived and worked for it, and, therefore, he always dreaded any one man gaining too much power. As a young man at the commencement of his career as an advocate or lawyer, he viewed with great apprehension the power of Sulla. It was fast ripening

into tyranny, and no one had courage enough to lift up voice against it. Sulla established one of the most iniquitous things ever set on foot in any country. It was called the *Proscription*: better might it be called the Bloody List. If A. had any private grudge against B. he could with a little influence get B.'s name put on the fatal list, and that meant death. Any one killing him was rewarded. Men looked on in horror, hoping earnestly for the death of the tyrant who was the cause of such misery and the ruin of so many homes.

It was a case connected with this proscription which first won public praise for Cicero. There is no doubt he possessed wonderful power as a pleader. It is impossible to read his speeches without coming to that conclusion. He possessed all the tact, wisdom and power which go to make up a first-class pleader. He evidently made every case his own special study, and his points were brought on gradually—the strongest reserved to the last, usually working up to a magnificent peroration, sometimes mixed with most exquisite pathos (as the kinder feelings of his judges for that mercy which we all hope at times to get were wrought upon), and withal with such consummate skill as almost to hide that it was a pathos wrought up for special design. And these qualities as a pleader he showed at a very early day. His first case was an appeal with regard to the Proscription. Men admired his courage even for undertaking the case. But although the life of Cicero is not without examples of timidity on his part, on the whole he had a fair amount of courage,—and especially as a lawyer. To help a client or to make a name for himself, as the case might be, he braved many a difficulty, and put himself more than once in the very jaws of death. But never, perhaps, did he place himself in greater danger than

at the first. He dared to dispute a case with the dread Dictator, whose name was a terror to stouter and older men than him. A harmless citizen of the country, named Sextus Roscius, had been surreptitiously put upon the fatal Proscription list. He was murdered, and his property seized by those who had planned the whole crime. His son appealed to law, but was himself accused of having murdered his father. Cicero defended him in an excellent speech. He knew enough not to blame Sulla. He flattered him, compared him to Jupiter Optimus Maximus, who was sovereign of the universe, and, on the whole, a good sovereign, but with so much business on his hands that he could not manage every little minor point of detail. The result of his clever management was that young Roscius was acquitted of the charge laid against him, and was put in possession of his lawful property—and Cicero won what is the most delightful moment of a young man's life, his first hearty applause and congratulations, and that without incurring the displeasure of Sulla.

Soon after this our orator had another opportunity of showing his legal powers, and it is one which brings out strongly the uprightness of his character. He seems to have been thoroughly honest, not only professionally, but in his writings and practice. He seems ever to have been on the side of honesty and right, against villainy and wrong. As men were in his day, he was a paragon of goodness. He made the Grecian philosophers a special study, and had learned the great value of virtue. His very language seemed wanting in power to express what he had learned in Greek, and the *δικαιοσύνη* and *σωφροσύνη* seemed to him to be as wanting in reality as in words. Dishonesty in public officers was what he particularly despised—despised it, indeed, as he did

bribery at elections. The Romans of his day were very like ourselves. They did as we do, thought as we think, wrote as we write. Their laws were very like our own, but they had not such means of enforcing them as we have. Were not our public officers watched very closely there would be considerably more speculation and robbery than there is. This was the great trouble among the Romans. The greatest prize that a man could get in the way of chances for speculation was the governorship of a Province. Their Provincial governor was like our Viceroy or Governor-General,—and it was a recognized privilege for him to get what he could out of his unfortunate people. Plunder and robbery was the order of the day. Sometimes the bounds of decency in this respect were so overstepped that a show, at least, of inquiry was made. This was the case with Verres, who had been Governor of Sicily. The unfortunate Sicilians cried out against his unblushing robbery. To quiet public feeling, Cicero was sent to inquire into the case, and that generally meant to shelve it; but the natural honesty of Cicero made it a real inquiry. He collected a mass of evidence of the most extraordinary robbery and fleecing that had ever been known. He brought witnesses to Rome to prove his points. He prepared his speeches, worked up the case with zeal and vigour, but he met with great opposition. Every obstacle was thrown in his way, and never is the honesty of Cicero more manifest than in his pertinacity in bringing this case of wholesale robbery to justice. The case was purposely delayed by every possible quibble, with the hope that the new election of consuls, then close at hand, would bring better prospects for Verres. Cicero knew it would, and therefore, in order to save time, simply brought on a few of his strongest

witnesses and let his carefully prepared speeches go. This, however, was sufficient. Verres fled the country, and Cicero gained his suit—the more fool for his pains, men thought, for some day he might have a province of his own, and he was only cutting the ground from under his feet. But that day did come to Cicero. He was sometime afterwards made governor of Cilicia, and no single complaint was ever made against him. His pleadings against Verres took shape in his own actions. He was as honest in practice as he was in tongue,—two things which certainly do not always go together.

A Roman politician was often called upon to address the people, because whenever any new law was proposed it was brought before the common city crowd, who assembled in the forum or public square to listen to the discussion of it. This was a feature peculiar to the constitution of the Roman State. The people voted directly, not by representatives. It was as if in our own cities, instead of having aldermen, public meetings were every now and then held and measures voted upon then and there. This plan brought public men constantly before the people, and their merits or demerits were judged accordingly.

Hitherto Cicero had not addressed the people on any great measure, and he knew that the highest position in the republic, *i.e.* the Consulship, could not be readily reached without it. He had set his heart upon that position. If he could rise to be Consul he would ever after have far more influence in every department of public life than he otherwise could have, and an occasion soon rose to bring him before his fellow-citizens. It was remarked that Pompey was born in the same year with Cicero, and Cæsar six years afterwards. They had been boys together and companions; now they were men battling for positions in the

State. Pompey had risen high in the army; Cicero was a politician; Cæsar was watching his opportunity to make a name for himself in whatever department might offer. As yet he knew not where his great strength lay. That wonderful military prowess which he afterwards showed at the head of his famous legions was as yet unknown to him, and the last struggle with Pompey for supreme power was still in the distant future. For the present Cæsar thought his strength lay in supporting Pompey. Much dissatisfaction was expressed with one of the great military men of the day, named Lentulus, who, though successful as a general, was corrupt and cruel. Pompey, on the other hand, was upright and merciful, beloved alike by friend and foe. A law was proposed at Rome by Manilius to put the army under the supreme control of Pompey. This met with much opposition. Catullus and Hortentius, the two best known orators of the day, opposed it. Cæsar and Cicero supported it—the former by his influence, the latter by his eloquence. The speech of Cicero was one of great power. The high qualities of Pompey were held up in the most glowing light. Whether in Italy or Sicily, in Africa, Gaul or Spain; whether on land or sea, the power of Pompey was seen. And yet he says, "See him in his lovely character; no avarice turned him aside to plunder, no lust led him in pursuit of pleasure; no luxury allured him to seek its delights; the illustrious reputation of no city tempted him to make its acquaintance; even labour did not turn him aside to seek rest."—*Pro Lege Man.* xiv. The effect of this speech was, that the law was carried amid the loud applause of the people in the forum, and Pompey rose equal to the occasion, pushing by force of arms the glory of Rome both far and near.

There were in Rome, as there are now with us, and in every country,

two leading parties, best expressed by the names Conservatives and Reformers. On the Conservative side are usually men of high birth and title,—the aristocratic element; on the Reform side usually the populace,—but as the aristocratic element naturally has much influence among the people, strong support has always been found even among them. In Rome, the great seat of aristocracy was the Senate, corresponding in many particulars to the House of Lords, or to our own Senate. In Rome it was supposed that only those of patrician or high birth were to compose the Senate; but in time, wealth and talent asserted their rights, and many members, who had not the magic blue blood in their veins, were found in the Senate enrolled amongst the famous "patres conscripti." If a man desired to rise high in the State there was a certain order that he had to go through. First he had to be *quæstor*, a most important post, for it at once gave him, under good behaviour, a seat in the Senate for life. Cicero was fortunate enough to obtain this position in his thirty-first year,—the earliest age at which he could qualify. The idea of the Senate, from its name, was that it was to be composed of old men, but that age was placed at anything over thirty,—though I don't know that every man over thirty considered himself an old man then, any more than he does now. Once in the Senate, Cicero was in his element. It was his talent alone that put him there, for he had nothing to boast of in the way of family. He was called a *novus homo*,—born in the provinces. But in the Senate he could make his name known. The best blood of Rome would see his talent there; his position would give him the right at times to harangue the people. He would know all that was going on in the army, in the law courts, and in the state. In his time the Senate was not

noted for any brilliant oratory, therefore his talent in that direction would give him vast power. All this came to him at the earliest age he could qualify, and no position was more gladly hailed than that of *quæstor*, not so much for its actual duties—for it was a sort of *treasurership*, chiefly in the provinces, each *Provincial Governor* having his *quæstor*—as for the passport it gave to the Senate and to future positions. Once *quæstor*, the next thought was to be *ædile*, a position which was far more costly than lucrative, as the *ædile* had to provide the public with games in the amphitheatre. It was a most trying position, because some men, who had nothing to recommend them but their wealth, provided such magnificent spectacles as to charm the heart of the people and insure future promotion. But this rendered it all the more difficult for successive *ædiles*. Cicero obtained this position in due course, having served as *quæstor* the five years required by law. Though possessed of no great wealth, and unable, therefore, to lavish that extravagance that some of his predecessors in office had indulged in, he nevertheless performed his duties honourably and to the entire satisfaction of the people, whom he was able to serve in other ways far more substantially than by the brutality and glitter of a public show, though indeed there were fewer things that the Roman people were fonder of. But Cicero was an advocate. He had great influence with the judges on the bench; he helped many a poor citizen out of trouble, and while holding on as best he could to the Conservative or Senatorial party, he contrived to get a firm hold upon the hearts of the people, and this not by any means the mere rabble; for although the *quæstorship* and *ædileship* were in the gift of the general public under a free franchise, yet the next office, that of *prætor*, was by the vote "in

centuries" as it was called, and this gave the power alone into the hands of the wealthier and better citizens. As soon as eligible for the post, Cicero was unanimously elected to it. Every gift that the people could give him so far was bestowed upon him most willingly and honourably. As *prætor* he had still more power. No higher post remained for him except that of *consul*, a magnificent prize in the eyes of every Roman citizen. Two *consuls* were elected every year, and their power was supreme. They were the rulers of the day, the presidents of the State. No man could hold the position a second time except under peculiar circumstances or the extraordinary exigencies of the times. But once *consul*, a certain standing in the Senate and in the State was secured which lasted for life. To be of "consular rank" was a high boast among the Romans; and if the actual power itself lasted but one year, it was a great object of ambition, and not by any means easy to secure—for although it was obtained by popular vote, the good-will of the Senate also was necessary. With the Senate against a man he must almost surely fail, and Cicero did not feel sure of the Senate. They acknowledged his ability, but could not get over the fact that he was a mere "new man," or provincial. Besides, they dreaded his power with the people. *Their* votes were pretty certain to be his,—although even here he had a hard battle to fight. It was a corrupt age. Men expected bribes, and Cicero was honest and detested bribery. Much then would depend upon the nature of the other candidates for the office. These were two, Antonius (uncle of the well-known Mark Antony) and Lucius Catiline (afterwards known as a notorious conspirator). These, with Cicero, formed three candidates. Now, for many reasons, Antonius was sure of the position. He had the undoubted support

of the Senate and the people. The real contest lay between Catiline and Cicero. Catiline was of high birth, a patrician; he was a genial, good-natured fellow with everyone, and though Cicero might get a majority of the people, the Senatorial power would be against him. But there was one recommendation Cicero had in his favour—he was a man of good morals, of well-known integrity and honesty. The other candidates had no such merit. They were both worthless, dishonest men; known as frequenters of the vilest haunts in the city; profligate and dissolute in every way,—especially Catiline, pictures of whose enormities are cleverly and scathingly drawn by Cicero himself. To the lasting honour of the Roman State be it said that this turned the scale. The Senate thought that they might stand one consul of depraved habits, but two would be subversive of all decency and order, and even dangerous to the State. Here is an instance, then, in which virtue was its own reward. The Senate gave Catiline the cold shoulder, and threw all its influence in favour of Cicero, who, with its power and the great hold he had upon the affections of the people, was returned triumphantly at the head of the poll, outstripping, to the surprise of all, even Antonius. It has been said that Cicero was not altogether above blame in this election—that he made a corrupt proposal to Antonius that if he would use his influence with the Senate in his favour against Catiline he would in turn give Antonius a rich Province at the termination of their year of office for him to plunder and fleece. This may be so. We can scarcely answer for what men will sometimes do to procure an election, especially when that is to be the one great election of their life. Cicero lived in an atmosphere of corruption. The taint of it was on every side of him. He

may have thought that by procuring his election he would save the State from the foul clutches of a monster like Catiline, and the subtle argument that the “end justifies the means” may have prevailed with him. It may have been so, though there is no proof, and it does not seem likely that one profligate aristocrat would desert another for the purpose of befriending a powerful upstart so honest that no hope of peculation or rapine could be entertained with him as a colleague. Sure of his own election, it would certainly seem more likely, on the plea that “birds of a feather flock together,” that he would choose Catiline rather than Cicero—for the rich province, in the end, would be his all the same.

At all events, the dear object of Cicero's life was attained. He had risen honourably through the successive steps of *quæstor*, *ædile*, *prætor*, till the grand consular robe graced his form, and the high rank gave dignity and power to his eloquent tongue. But the sudden and generous support of the Senate threw Cicero somewhat on the horns of a dilemma. He was alike beholden to them and to the people—*i.e.*, we may say, to Conservatives and Reformers; and if at times Cicero seemed now to favour one and now another—in a word, to be, to some extent, a time server, we must remember that he owed a debt of gratitude to both parties. I do not think Cicero was ever a strong party man. Some never can be party men; their ideas are too generous—their grasp of intellect too wide. They see good measures on both sides. They love their country more than their party, and therefore pet names are called them sometimes—“time servers,” “weathercocks,” “trimmers,” and all that. Still we all honour men who will at times rise above party and exclaim, “It is not that I love my party less, but my country more.”

All through Cicero's life and writings you see one leading passion—it was the Roman constitution, the *res publica*, the republic. This he defended from lawlessness on the one hand and from personal tyranny on the other. After rising to the position of consul he soon had a chance to show his hatred of a lawless disregard for the republic. It brought him into great prominence for a while, and won for him unbounded praise, only, however, to bring upon him a bitter crop of trouble in no long time afterwards. This was the conspiracy of Catiline. The feelings of a defeated candidate are not as a rule the most amiable, and Catiline, a man of vicious and desperate character, never forgave the Roman State for leaving him, a man of patrician birth, out in the cold, and choosing in his place a self-made lawyer. Catiline was a man of no ordinary character. Had he been as good as he was brave, as virtuous as he was persevering, he would have filled a noble place in history. But a depraved life and burning hatred made him one of the worst men of antiquity. It is true we have his character as traced chiefly by his deadly enemy, Cicero himself, and therefore we must to some extent make allowances. Still, there can be no doubt that he was a troublesome and bad man. A deep plot was discovered, mainly through the extraordinary vigilance of Cicero, by which Catiline and his friends were to seize the chief power in the State. Cicero was as eloquent in the Senate and before the people regarding this matter as he had been vigilant in dragging it to light. Catiline was himself a member of the Senate, and was present when Cicero spoke of the plot he had discovered, but under the withering denunciations of the great orator his fellow-Senators gradually moved away from where he was sitting, until he was left alone. He then withdrew not

only from the Senate House, but from the city. Many of the leading conspirators were arrested. The Senate did not know what to do with them. Probably many of the members were involved in the conspiracy, and an inquiry would have been awkward. Certain it is no inquiry was made. Cicero thought the time had come for prompt and unusual action, and therefore, without a trial, without a chance to plead their cause, the leading conspirators were put to death, and Cicero was lauded to the skies; he was deemed worthy of divine honours, and was called the saviour of his country. But before long, men began to shake their heads, and the desperate deed was pointed to as a dangerous precedent. A young man of high birth, named Clodius, hated Cicero with a bitter hatred, and, some time after the great orator's consulship was over, he saw a chance to rob him of his honours and to degrade him in the eyes of the people. A more vicious, profligate youth than Clodius did not exist in Rome. He had probably favoured Catiline against Cicero. He now thrust himself into public life, threw up his high place as a patrician, renounced his order, and got himself adopted as a plebeian. This he did in order that he might become tribune of the people. It was a post which no patrician could hold, yet no more important position existed in the Roman State than a tribuneship. It was created at the demand of the people, to save themselves from the tyranny of the upper classes. In the hands of the tribune was placed the deadly power of the veto. No measure could become law, no matter by how large a majority it was passed in the Senate, if the tribune of the people said *veto*. He was like a House of Commons in himself. He could defy consuls and Senate alike. It was the one great power which the common people in the Roman republic

had. An idea of its power may be had from this conduct of Clodius. A young, haughty patrician renounces his rank, becomes a plebeian, in order that he may ruin the man who stood highest in power in the State! His deep-laid plans were successful. He had already risen to the position of quaestor, and was therefore a member of the Senate. This power, together with the influence he had with the consuls of the year, and his position as tribune of the people (which he got by well-known arts of electioneering), enabled him to procure a law that any man who had put any Roman citizen or citizens to death without a trial was to be considered guilty of a wrong against the State. The fickle populace were pleased with this law. The eloquent statesman who had so often received marks of their unbounded confidence, now found all changed. Their feelings had been wrought upon by one that dreaded Cicero. Cæsar was already aiming at chief power. He was about to leave to carry on his wars in Gaul. He had a powerful party in his favour in Rome, but he was afraid of Cicero. He considered him a dangerous man to leave behind. He therefore tried to induce

him to accompany him to Gaul, but in vain. It is thought that secretly he helped Clodius in his deep game to ruin him. Poor Cicero found himself suddenly almost without a friend. Pompey, his old friend, could have helped him, but for some reason no help was given. He lost his presence of mind. The Senate felt condemned by the hero of the day, the extraordinary young scapegrace who had become tribune of the people, and all its members put on mourning. Cicero was unmanned. His burning eloquence for the moment was gone. He could only beg and sue for mercy, mercy which he did not get. His foes were jubilant. He was tried under the new law and banished the country! His property was all confiscated, and the brilliant orator of consular rank, the man who had been called *Pater Patriæ*, and who had been enriched by the State, was stripped of all possessions and driven from home unmanned and weeping like a woman. Pompey, meanwhile, breathed more freely, and Cæsar marched with a lighter heart at the head of his famous legions to fight with and to conquer Gaul.

LONGFELLOW.

*Patriæ nunc mortuus est poeta,
Qui canebat gloriam et hujus arte
Patriæ, et dirum exsilium incolarum
Acadiorum.*

*Et puellæ sollicitudinemque
Non levem orbae tristitiam et preces; quum
Morte patrem perderet et marito
Distraheretur.*

*Occidit qui gaudia gloriasque
Multa et Indorum cecinit tumultus,*

*Principis res proelique auspicate
Et mala acerba.*

*Quis durum fatum melius maritæ,
Et dolorem scripserit Hiawathæ,
Toti amici ejus generi benigni,
Ducis amanti?*

*Stella candens lucide litterarum
Antehac, at nunc cecidit repente,
Omnibus carus sepelitur nostro in
Pectore tristi.*

A BOY'S BOOKS, THEN AND NOW—VII.

BY HENRY SCADDING, D.D., TORONTO.

(Continued from page 210.)

(c.) *Huet.*

THE chief labour, however, practically, of subjecting the Dauphin to verbal drill, according to the educational ideas of the time, fell to the lot of Peter Daniel Huet, or Huetius as his name usually appears in Latin. Huet was the most erudite scholar of the day, devoted to study and books from his infancy. "Almost before I was weaned," he says in his autobiography, "I felt envious of those whom I saw employed in reading." But though thus bookish from his youth, "he mingled," we are told, "the accomplishments of a gentleman with the literature of a scholar. He visited the polite, was very neat in his dress and studious of pleasing; if he did not excel in dancing," his biographer says, "he had few equals among his acquaintance in running, leaping, swimming, riding and fencing." In his *Pensées Diverses*, or *Huetiana*, as the book is commonly styled, he shows that he was a man of the widest knowledge, and very profound thought. I note at one place in his *Pensées* a mention made of Canada, and a fact in its Flora which, as here put, will be probably new to us. "In that country," he says, "the wood of the trees is so impregnated with salt that the lye made from their ashes is used in laundry operations. The virgin lands of that country," he adds, "also yield a hundred-fold." Huet conducted the classical studies of the Dauphin from 1670 to 1680. He had been previously invited to superintend

the education of the young king of Sweden, Charles Gustavus, successor to Christina; and Christina herself tried to lure him to her side when resident in Rome after her abdication; but having had some experience of Christina during a visit to Stockholm in 1652 in company with his friend Bochart, he declined both offers. Montausier and Bossuet committed to him the general editorship of the *Delphin Classics*. He selected the forty scholars who were respectively to annotate the forty authors included in the scheme; and he gives hints of the difficulty which he had in finding suitable men. He did not undertake the annotation of any author himself; but he completed what M. Faye, one of the sub-editors, dying, had left unfinished, on the *Astronomica* of Manilius; and Weber, in the Preface to his *Corpus Poetarum Latinarum*, observes that Huet's notes are the only valuable part of the *Delphin* edition of Manilius; Weber at the same time takes exception to Huet's treatment of Scaliger. He thus writes: "Ed. Fayi, in us. *Delphini*, Paris. 1679, 4to, nullius per se usûs, nisi quod Danielis Huetii præclaras animadverss, eas tamen plenas iniquæ in Scaligerum obstrictationis, additas habet." (In the *Delphin* series, it is to be observed that Lucan was not included. The *Pharsalia* of that poet is an invective against tyranny and a panegyric of liberty, and contains sentiments not in harmony with Louis XIV.'s ideas. It is singular, however, that Lucan

should have been rejected on this account, when Juvenal and Persius, after a little expurgation, had passed muster.)

Huet lived at Court, busily employed from early dawn each day, for ten years; when his occupation was brought to an end by the marriage of his young pupil; an event which greatly disconcerted him. A favourite project of Huet's had been to combine together into one all the Indexes of the Delphin Classics; and to compile a Lexicon out of them, of the Latin tongue, in which authority should be quoted for the use of every word in the language at successive eras, a plan evidently resembling that pursued by Richardson in his Dictionary of the English Language. "This General Index," Huet says, "would have traced out the exact limits of the Latin language; and one would have been able to see at a glance, with certainty, the birth and age of each word, its uses and significance, its rise, duration, decay, extinction. Such a solid boon had never yet been conferred on the Latin tongue, nor any such guarantee been established against the corruption of ignorance and barbarism. But the greatness of the undertaking and the slowness of those assisting in it, and finally," Huet regretfully adds, "the marriage of 'Monsieur le Dauphin,' bringing his studies to an end, arrested us all in mid-career, and put a stop to the great work." This comprehensive Lexicon would have remedied the defect that Gibbon and others have pointed out in regard to the copious Indexes of the Delphin Classics, viz., that instead of enumerating how many times a very trivial word may have been used by an author, they should rather have aimed to indicate the delicacies and idioms of the language as used by that author. But this, it appears to have been forgotten by the critics, was the function of the inter-

pretation and notes appearing on each page of the Delphin Classics.

As in duty bound, Huet composed an Epithalamium on the prince's marriage, assuming on the occasion a joyousness which he did not feel. Huet wrote many Latin poems in the ordinary heroic metre, which are preserved; amongst them is an interesting record of his journey to Sweden (*Iter Suecicum*), in imitation of Horace's Journey to Brundisium, *Iter Brundisianum*, Sat. 1. 5. But the Epithalamium, the *Carmen Nuptiale Ludovico Delphino et Victoriæ Bavariæ* [the medal of which I have spoken gives the princess's name as *Anna Maria Christina*], is an ode in twenty-eight stanzas, each consisting of five short lines in a lively lyric measure.

||—|—|—|—|—|—|—|—|—|—|—|—|—||

He vividly describes the prince's impatience at the long delay in the princess's progress from Bavaria to Paris. But at length he learns she has crossed the French border:

Virgo adest ! niveo pede
Francicos super aggeres
Fertur ; et timidis tamen
Gressibus cupidum petit
Lenta nupta maritum.

Drums and other martial instruments of music resound at Versailles, and Marly; the flocks at rural Meudon are disturbed. At last the prince, reclining on Tyrian couch, himself beholds her, and

Huc ades ! properos move,
Inquit, ô mea lux, gradus ;
Longa quid trahis otia
Enecas cupidum tui
Cur diu remorare ?

After other stanzas which it is needless to interpret, he winds up his ode with a prediction which has not been fulfilled; but which is curious to read as a reminiscence of an aspiration of the hour, in France at least; an aspiration of Louis XIV. Huet foretells that the first-born of his late pupil is the "coming man," destined to drive

out the Turk from Europe: and re-instate Jerusalem as the centre and metropolis of the Christian world.

"Ere the chariot of the moon," thus Huet vaticinates, "shall have ten times accomplished its circuit, another Delphis," as he mystically expresses himself, another Dauphin, *i.e.*, "will appear on the scene, through whom the whole world will be filled with hope. For as soon as he shall have reached man's estate, and his brow be able to bear the helmet's weight, the gore of the Ottoman will stain the plains of Thrace, and the waves of the Hellespont. Hide, O Turk, thy turbaned head beyond the Cyanean straits. To the bays of the Tauric Chersonese and the extreme shores of the Euxine, let thy race depart: until Zion, victorious over all nations, bearing forward, under the auspices of a French leader, the glorious standard of the Cross, shall give sacred law to the world!"

While residing at Court and occupied with the tuition of the prince, Huet found time to compose his *Demonstratio Evangelica*, a treatise filling a good-sized folio, and inscribed *Ad Serenissimum Delphinum*. He wrote also his *Censura Philosophiæ Cartesianæ*, which he dedicated to the Duke of Montausier. While engaged in the education of the prince he was still a layman; but one theologically inclined. At the late age of forty-six he entered Holy Orders, and was presented by Louis XIV. first with the Abbey of Aulnay, and secondly with the bishopric of Avranches. Huet did not hold his bishopric long, though he is still usually spoken of as bishop of Avranches. It was of Huet when bishop of Avranches that the story was told of an old lady of the diocese who, having been several times denied admittance to the bishop's presence on the plea that he was engaged in his studies, rather tartly observed, that it would be better if the higher

powers would select for Avranches a bishop who had finished his studies. Again Huet was transferred (by the special favour of Louis) to the Abbey of Fontenay, near his native place, Caen, where he hoped to have liberty and leisure for his various researches; but about two years after, he found it expedient to remove to a House of the Jesuits in Paris, where for twenty years he busied himself with criticism on the Vulgate and other kindred studies. He died there in 1721, at the age of 91. A considerable portion of his library is still preserved in the National Library at Paris. Huet's portrait shows a countenance free from that expression of narrowness which from his habits we might have expected to see. The nose is finely formed and longish, as is the whole face, which is serious, with thoughtful eyes and deliberative mouth. He wears the flowing wig which we see on the heads of our Charles II. and James II., whose style of countenance Huet's somewhat resembles.

The predicted son and heir of Huet's pupil never came to the throne, nor was he the father of the next king. But his brother was, that brother also dying before the throne was vacant. This next king was Louis XV., a sickly child of five years of age, motherless as well as fatherless at the time of the accession. Again, of this king the son did not succeed, but that son's son did, at the age of twenty. This was Louis XVI. Thus with children given them for princes, and with babes to rule over them, the French people were at length tormented into their great Revolution, which was simply or mainly an effort of nature on the part of the nation to throw off from itself the incubus of the Bourbon race. Alas! for those on whom came finally the woes earned by a dynasty! woes equal to those at which the audiences of Greek theatres of old used to shudder.

(d) *Samples of Dedications and Prefaces.*—I am now to give a sample or two of the prefatory matter to be seen at the opening of most of the volumes of the Delphin series, in which the editor makes his bow to the Prince or the Public, and has something to say for himself. We shall hence readily learn the conditions and influences under which the Delphin scholiasts performed their task; and we shall perceive, however great may have been the repugnance of the severe Montausier to anything like adulation, that repugnance had not much weight with the annotators, in their Dedications at least.

It was, of course, well known that, after all, such incense was pleasant in the nostrils of the divinities at Versailles, and the *Dii minores* who envied the prince.

(1.) *Terence, Camus, Leonard.*—Terence appears to have been the first of the series issued. Nicholas Camus, J. U. D. (*Juris Utriusque Doctor*), Doctor of Canon and Civil Law, was the scholar who had been appointed to annotate Terence; but he died before his task was completed. Of this particular Camus I read of no other literary production. But, like others of the same name, he was, to judge from his degree, a gentleman of the robe. Frederick Leonard was Camus' successor; and his name is subscribed to the Epistle Dedicatory. The terms of the Epistle are these: To the most serene Dauphin of the Gauls, son of Louis the Great. ("Of the Gauls" is a dignified expression for the whole of the French dominions; as we have "Of all the Russias" for the Russian possessions, and "*Britanniarum*" for the British Empire). "With due reverence I present to you, O most serene Dauphin, Terence, just issued, with notes and comments; an offering, as I hope, not unacceptable, for the two-fold reason: the volume has been compiled expressly for your-

self: and already this species of agreeable literature is regarded by you with especial pleasure. How greatly you have esteemed this particular poet from your earliest childhood, is as widely known as it is honourable to yourself. You have been long wont to turn over the pages of these plays by night and by day; to express fittingly, beyond your years, your appreciation of the humour and wit everywhere scattered about therein, and to equal by the gracefulness of your recitals of passages therein the beauty of Terence's own style. I have deemed it right, then, that this author should be inscribed with your royal name, as being the one you first studied of all the Latin writers: so that by your favour and protection you may make some return for the benefit and delight he has afforded you. You are already, most serene Dauphin, one of those who estimate talent in proportion to its amount; and uphold the reputation of learned men, not by a conventional patronage but by an independent judgment. Hence it happens, that to have pleased you ere yet you had attained to manhood, is a great recommendation to an author and a sure augury of the future approbation of the public. This result has been brought about by the careful training of your childhood. For although there centre in you whatever gifts fortune or nature can bestow on the most exalted princes,—splendour of birth, distinction of race as descended from a long line of kings, a comeliness of person corresponding to your high rank, a lively and prompt natural disposition, a wonderful felicity in respect of mental endowment and manners; a manliness peculiar to yourself conjoined to that other which you copy from your father:—nevertheless your education has conferred on you something even greater than all these distinctions, namely, wisdom. It has fallen to you to be born as only

the greatest kings are born, and to be educated as only the best kings are educated." (When we recall the general impression of most people in regard to the Court of Louis XIV., what now follows might be deemed the outcome of a hardihood more than forensic, on the part of Frederick Leonard; but we have to remember that it was not until after the death of the good and virtuous Queen Maria Theresa that the Court of Louis became so very scandalous.) "Was there ever in any court," Leonard boldly asks, "a more religious discipline? To revere God and your parents; to observe moderation in all things; to spurn adulation; to render to every one the praise due to him; to receive every one with benignity and liberality; to be diligent in the cultivation of letters, and earnestly to embrace every means of attaining to the highest accomplishments;—these are the admonitions of wisdom to which you willingly listen and spontaneously conform. Hence I am easily led to hope that you will not disdain this trivial offering, such as it is: your humanity, which is of the highest—your love of literary study, which is ever nourished and increased by daily use, will not permit you to do so. Accept then, most serene Dauphin, the comedies of a most charming poet, wherein may be found the choicest illustrations of Latin speech, and also a living picture of human manners, together with the polished pleasantries, not solely of this particular comic writer, but of those leading men of the Roman commonwealth, Lælius and Scipio [who were traditionally believed to have inspired and revised the plays of Terence]. May the Fates long preserve you to the King and to this realm; and make you equal to Louis the Great, your sire—greater they cannot make you. Such are the prayers, most serene Dauphin, of your most humble servant, Frederick Leonard."

This might probably be deemed enough of Frederick Leonard; but as his Preface, which immediately follows the Epistle Dedicatory, gives a general account of the scheme of the Delphin classics, I am tempted to translate it also; for, although we are already acquainted with most of the particulars; yet presented to us here in the tone and under the excitement of the moment, the narrative will probably prove characteristic and curious. Leonard thus begins: [it will be observed that scholars in those days were trained to be rather adroit rhetoricians.] "I shall not delay you, O benevolent reader, with unseasonable laudations of Terence or any high-flown commendations of the commentary now placed before you. With the one you are already sufficiently well acquainted: as to the other, it is for your judgment to pronounce. For neither am I the man to ask you to prejudge for the sake of a magniloquent speech; nor, were I to make such a demand, are you the man blindly to assent to it. Of this simply I wish to advise you: the cause why, and the design with which, so many Latin authors provided with comments and notes are just now simultaneously coming forth to the public view; and what is likely to be the future use to the republic of letters of these results of study: so that the rationale of the entire undertaking may be clear to you, and I may be regarded in the light of an expounder rather than in that of a mere eulogist." [He then begins his account of the inception and progress of the Delphin series *ab ovo*.] "The instant," he says, "that Louis the Great received from the bosom of his most august queen, a Dauphin, he believed it to be a duty at once incumbent on him, to act both as a father and as a king, and, although at the time he was excessively occupied with great public events, he turned his thoughts immediately towards his household

affairs, in order that while preparing for his son a realm of the widest possible extent, he might provide for the same realm a son similar to himself; nay, if that were possible, more illustrious. This work he began by exemplary deeds on his own part, which are mighty stimulants to praiseworthy action in others. He next made search for some one to mould the heart of the august child to the best principles and his mind to every liberal accomplishment. To assist in these cares he soon summoned to his side the most noble Charles de St. Maure, Duke of Montausier, as being a man distinguished in peace and war; firm in the maintenance of truth and equity; furnished with every resource of intellect and learning; altogether one to whose tried fidelity and courage he could with safety entrust the nation's hope and his own. Forthwith the Duke gave himself up wholly to this one enterprise, to guide the boyhood of the prince; to consider everything that might be of advantage to his tender age; to foresee what studies might be of use to him in his after life; with all labour and diligence to develop his lively and ready parts, which had already given promise of fruits more than ordinarily rich, so soon as maturity should be reached. Meanwhile he began to cogitate as to some method of acquiring a knowledge of literature more convenient and more expeditious than the usual one; as well because the minds of princely persons, who for the most part are little patient of hard work, must be relieved from a multitude of unpleasantnesses; as also because in the case of persons likely to be early plunged into the very thick of the most serious public affairs, some compendious modes of conducting their studies must be sought out. As one well practised in the examination of the monuments of ancient literature, the duke had tasted the quality of

many of their interpreters, had found how inaccurate were some of them, how meddlesome and at the same time how obscuring, others! It was his pleasure at length that all the Latin authors should be printed, each supplied with a commentary compiled with brevity, but at the same time with lucidity and care. He deemed it a noble project, to renovate, as it were, the whole Latian field: and while consulting for the education of an individual prince, to deserve well of literature at large. So then, the work was enjoined by him on certain scholars, each of considerable eminence in philological knowledge. To each of these his portion of labour was assigned; remuneration in proportion to what was to be done by each, was fixed; and into the hands of each a schedule specifying the mode of procedure was placed. The first care was to be that the text of each author should appear in as pure a state as practicable; and then, an accompanying gloss or comment was, by a simple and neat verbal arrangement, to make plain the sense whenever obscure; disentangle involved passages, bring back into a natural order, inverted ones; set free those which were trammelled by the laws and measures of verse. This, however, was to be done in such a way that the commentary was not, by too great license, to run into paraphrase; nor yet was it to omit anything likely to assist the understanding of tyros, the words of the authors themselves being used when those were sufficiently well known; but easier ones to be substituted when they were not so readily to be comprehended. Notes also were to be added, calculated, without ostentation of learning, to throw light on obscure metaphors, points of antique custom and ancient mythology and history. For in these annotations it was permitted neither to obtrude empty conjectures nor to foist in frivolous emen-

dations, creative only of disgust ; nor to weary, rather than to instruct, the reader's mind by any of those laboured trivialities of critics which, for the most part, are simply matters for ridicule or barren displays of ingenuity. This one thing was to be kept in view : subserviency to the good of the most serene Dauphin and the public ; but selections were to be made from the abundance of former commentators of whatever any one of them had noted down to the point ; and necessary things, rather than new things, were to be made prominent—a process demanding care, rather than acuteness of wit or recondite erudition. “ Now in this field,” Leonard goes on to say, “ many of us have laboured hard : not all perhaps with equal industry : as to those that have succeeded in their aim, and those who have not, reader, judge thou ; and applaud, if not our success, at least our intention. In the meantime, make use of this

method of interpreting authors, which we had dictated to us simply as a subsidiary to the studies of the august prince ; but which he will have the benefit of hereafter, in fuller and more scholarly measure, through the direct instruction of his preceptor, the very illustrious and very reverend the Bishop of Condom, a man most skilled in all branches of literature, sacred and secular. And truly the commentaries themselves would have issued from the press in a more perfect state had it been possible for that man of consummate learning, the most noble Huetius, sub-preceptor of the prince, to have revised minutely each separate portion of the series, instead of only exercising over the whole a general superintendence.” Leonard then expresses regret that through the unexpected death of Camus, some typographical errors in the Terence had remained uncorrected.

(To be continued.)

A YEAR IN ENGLAND: WHAT I SAW, WHAT I HEARD, AND WHAT I THOUGHT.

BY A CANADIAN.

(Continued from page 224.)

DEAR SAMMY,—

I WISH to warn you at the outset that you need not expect on this occasion either a very long or a very brilliant letter, for, as I write, it is excessively warm, and my philosophy seems to weaken as my tissues relax. But first of all I must answer some of your objections. You want to know why I do not notice some of the great things of London. Why, my dear Sammy, is that not just what I am doing? Have I not been speaking of the great sliminess of the roads, the sidewalks, the great mo-

notony of the houses, the greatness of the noise, etc.? But I suppose you want to hear of grand institutions, vast buildings, magnificent sights. I do not write of these for many reasons. In the first place, they have been often described before ; they have been photographed, painted, etc. Everybody goes to see them, and everybody talks of them ; but, my dear boy, I want to tell you of something that everybody does not seem to have noticed, and I give it to you just as it impressed itself on my mind as a Canadian.

Then you wonder how I became such a "Grit" in England. No, sir, not a "Grit." I abominate any connection with our miserable party politics. You know very well that I never could put up with the scurrility and all that disregard of the proprieties of common decent behaviour, not to mention anything higher, which is so painfully conspicuous in our party strife in Canada. Often have I wondered that so many of our collegiate graduates seemed too ready to plunge into this mire and sell their intellectual freedom for so miserable a "mess of pottage" as the friendship of a party. Remember, I do not speak against our graduates becoming politicians; all men should study politics; if you will, all men should take an active part in politics; but it should be to purify them, and not to add to the list of wirepullers and factionists. But, Sammy, the longer I live the more plainly do I see that a college career, gold medals included, does not necessarily imply a high moral tone, refined tastes, or genuine culture. But why did I feel that if I were to be a resident in England, I must ally myself with the Reform party there? Are there not the same objections to party there as in Canada? Well, there are objections, but the cases are so very different, they cannot be put on the same plane at all. The term Conservative in Canada does not at all imply what the term Tory does in England. Judging by a man's general opinions, by the usual course of his actions, in this country, apart from politics, it would be in most cases quite impossible to say to what side in politics he leaned. But, so far as my observation went, that is rarely the case in England. I have frequently met men, and before we had been in conversation on matters of common interest half an hour, their political tendencies were as plain to me as if

they had been labelled Tory or Radical.

Now, the Tory's belief is so at variance with what men in general hold as political and social axioms in not only the United States but in Canada, that it does seem to me that it is almost impossible for Americans, whether living here or across the line, to be real Tories at heart in the English-meaning of that term. Who believes in America that John the ploughman is a creature of so inferior an order that he cannot be elevated; that it should not be attempted; that such is contrary to the "order of Providence," and such rubbish, *ad nauseam*? Such doctrines would have deprived the world of the illustrious Garfield, the quondam canal-horse driver, whose name will always be associated with the very essence of what is best in American institutions. American institutions did not make Garfield, but they did make him President. Now, I have myself personally conversed with Tories holding just such views as I have indicated above. When trying to explain to one such embodiment of superiority—what American institutions and American creeds, social and political, did for men—he seemed to comprehend the matter with great difficulty, and at last exclaimed, "Why, you seem to be all *canaille* together over there!" But, Sammy, I must not give you too much of this—at least in one letter. However, it seemed necessary to say this much to clear myself from what might appear to you gross inconsistency.

Well, how did you like the company in which I left you at the close of my last letter? in other words, What do you think of the London "bus-man?" I fancy I hear you exclaim, "Why, let me know something of him, and then I will give my opinion." Mr. Toole, the eminent actor, makes him one of his special characters. He

seems to me to "top creation," as the Yankee said,—at least that part of it comprised under the Jehu class. He has a hard, rubicund face, that looks as though it was as insensible to the weather as the waterproof coat on his back. There is, moreover, a certain imperturbability about it, which none of the vicissitudes of his career, amid the swarming life of the greatest of cities, can disturb. I said a "rubicund" face. The explanation of that is not far to seek, when one considers that the "man above," as he is from his position facetiously called, consumes, on the average, about a quart of spirits daily, at a moderate calculation.

I wonder, Sammy, if old Will Shakspeare, when he gave the drinking championship to our land over the Danes, Germans and Hollanders, had Jehu in his eye. Like many another man who seems to see little, not much escapes our friend who handles the reins; and he has a knack of picking the comedy out of the scenes of life in an unusual degree. He has a quiet way of communicating, by sundry winks, nods, monosyllables, etc., his meaning to his fellow-drivers, as he passes them, which serves him well as a sort of untranslatable language (that is untranslatable by the majority). They have their own jealousies, like every other class. My comical friend used, when we got on top of a 'bus, to say: "Now listen, while I talk to the driver." Then he would commence to abuse, disparage, ridicule, or what not the last 'bus-man we had passed, till he had worked up our poor fellow to an extraordinary heat of indignation. To tell you that they will lie and cheat is no news. It is common to the class the world over. But why is this? Is it that this business is more degrading, or that a baser sort of men enter it? I do not think either is the case. The explanation seems to me to be

put thus: Jehu, like other men, seeks his own interests. He conceives they are advanced by lying and cheating people out of their pence. He observes that, as the world goes, people have not the slightest regard for him; they merely wish to be delivered at such and such points safely, and often forget the forms of common politeness, which forms, I hold, are due to all with whom we have dealings, no matter what their station. Cabby gets to believe, probably, that "no man careth for my soul." Now, when any man comes to adopt that article of belief, he is in the very best frame of mind to become some sort of a criminal; the degree to which this actually becomes a fact depends somewhat on the man, and much on other circumstances. With ordinary men, a criminal—that is, in such a case, a *retaliative* career is entered upon. You deny Jehu his rights of civility, etc., he withholds from you your pence. I take it that much the same sort of explanation is applicable to the servant girl question. A few years ago a servant girl was little more than a human drudge, with few recognized rights of a human being. Now she demands her rights, and with a vengeance, Sammy. There is nothing more comforting to me in considering this world's problems, than that justice sooner or later does step on the scene of all human affairs. I have never had the very highest respect for that old Roman poet, Horace. I am afraid he did not quite keep his skirts clear of the sins of his age; but with his utterances on justice I agree—nay more, for there I forgive him much. But we must bid good-bye to the 'bus-man, and take the Underground Railway. But where shall we leave him? Well, where you please; but I happen to know where he generally plays the last scene: in a hospital, the victim of intemperance in alco-

holic drinks, combined with much exposure in a very changeable climate. I noticed in some of the "public-houses," or, as we say, saloons, boxes placed for the reception of contributions for the hospitals. Well, "meet it is" that it should be so, for they send by far the greater number of the inmates there by their direct or indirect influence; but of this again.

Now let us make trial of the "Underground," for the Londoners, like ourselves in this fast age, begin to feel the need of shortening the terms of communication. Our overhead railroad is a curious enough sight—at first it is hard to believe but that some day it will come tumbling down upon our heads to reward us for our reckless daring; but an underground mode of travel—now in the darkness of a tunnel, with the most hideous noise as a constant accompaniment of our journey, relieved by the more startling buzz of a passing train, making at first one's hair stand on end, and requiring experience as well as logic to convince us that a collision is not about to take place—I say an underground railroad produces in everyone's mind, no matter how wide his experience, when he is first made actually acquainted with it, sensations that are unique. To notice at a station trains emerge suddenly out of darkness, perhaps enter from two opposite points at the same time; come to a standstill; discharge a crowd of passengers, while as fast as possible, by a sort of decent scramble, others rush in; then in two or three minutes or less, set off at high speed; this continuing all day long, impresses the spectator with the truth of the old

poet's words (Sophocles, I think): "Of all the wonderful things, the most wonderful is man." As you may suppose, it has proved a great boon to London, and especially to the poorer class. The management is most excellent, and as compared with railways on this continent, the English system in most parts is far superior. The trains going in one direction always take the same track, so that collisions are almost unknown; and on this line, whatever may be said of it above ground, the custom of dividing the carriages up as first, second, and third class is wise, in fact, indispensable. A dirty labourer, with perhaps his shovel, would not feel comfortable riding beside a well-dressed lady, and in England he has the good sense to know the impropriety of it, and so stows himself with his fellow-workmen in a compartment of a third-class car. Such an arrangement suits, too, the condition of his purse. The signal and telegraphic system in connection with the Underground Railroad seems to have reached a degree of importance and perfection of the very highest kind. A man stationed at a signal box under these circumstances presents a fine picture of a human being acting under a sense of high responsibility. The fate of thousands may depend on his individual fidelity in the discharge of a single act of duty. Now that you know how to get about the big city, perhaps we may on next occasion have some further talk about its citizens.

Yours truly,

TOMMY.

(To be continued.)

PRACTICAL TEACHING.

FROM CONTEMPORARY SOURCES.

SENTENCE-MAKING.

A GOOD exercise for the younger children, and, indeed, for the older ones, if you have skill enough to make it interesting, is that of making sentences with given words. For the little ones the task must be very simple at first. Write the words *bird* and *sing* on the board, and let the children make sentences containing both words. It is supposed, of course, that you have previously impressed upon the little minds the fact that a sentence always *says* or declares something—that it is (to use the grammar's phrase) "a collection of words making complete sense." The children will give you such sentences as these: "The bird sings," "The bird can sing," "The bird will sing," etc. Or, perhaps, a more ambitious child than the average will say, "I like to hear the bird sing," or "It is pleasant to hear the bird sing," or a similar long sentence, embodying not only the fact of the bird's singing, but also the fact that its singing is sweet to the ear, and gives pleasure to all. As the children give their sentences, write each upon the board with the child's name, and when this is done, give the children a talk upon birds and their music, bringing in each sentence as you go on, and doing your utmost to awaken thought and imagination by your words.

Let another exercise be devoted to sentence-making solely. Put a half-dozen pairs of words on the board, and have the children write sentences about them on their slates. Examine

the slates carefully, and call the attention of the class to any serious mistakes made. Remember, the object of all this exercise is to teach the children how to speak and to write correctly, and you must see to it that through it you show them what correct language means. When sentences are wrong, show them why they are wrong—why they do not make complete sense. Teach the importance of saying exactly what is meant, and point your teaching with instances where a faulty sentence has caused serious mistakes to be made.

Make the words harder as you go on. Give not only noun and verb, but an adjective or adverb. Then write a number of words on the board, all to be worked into a complex sentence. Then a number to be used, permitting the children to make as many sentences as they choose with them, connecting them all with a thread of sense. Before you know it, your pupils will be able to write very good compositions in this way, without difficulty.

There is need for the exercise of good judgment in selecting words as the work grows more complicated. Give groups of words that you yourself could use in connected sentences. Don't "lump" dissimilar words together, which will simply cause the children profitless worry to bring into intelligent connection. The work is not to be regarded primarily as an exercise in mental gymnastics, but a work that shall bring into play imagination and thought as well as constructive ability.

PRIMARY SPELLING.

In teaching the little ones to spell, do not confine yourself to one method only. Use two or three. Monotony tires the little ones. From the time the children have learned a few words (if you are teaching by the word method), bring in the work of spelling. This will reduce the bugbear of learning the alphabet to a very small insect, indeed, for, before you know it, the task is accomplished. Teach the little ones to spell by letters and by sounds also. The latter process helps them in fixing the habit of distinct enunciation from their first knowledge of reading, a constant advantage to them in subsequent reading. Write the words they are to spell on the board, one day, bidding them read them, and then analyze by letter and by sounds. The next day give out these words orally, and have them written on the blackboard, or on slates. Then try an exercise in oral spelling, to wake the class up.

Teaching children to spell by sound is not very easy. It can only be learned by imitation, and calls for much patience on the part of the teacher. It is not of any great value either, except to produce a good enunciation. Now, because it is the best, and almost the only method to produce distinct and accurate articulation, it cannot be wisely omitted. But spelling by letters must be taught at the same time, for this is what is to make good spellers, while the other is only an exercise. As the little ones get on in their reading, let them define the words which they read and spell. This wakes up the mind and aids the memory. As soon as the little ones begin to learn printing or writing, let this be joined with the spelling work. Combination of work arouses more interest, and leads to more satisfactory results, than holding distinct from each other all the matter studied.

READ ALL YOU CAN.

Every teacher should read up well concerning his profession. Not only should he have a good educational journal, the best that he can afford (or two or three, for that matter), but he should be familiar with the writings of standard educators—men whose written thoughts on teaching and its methods are weighty and wise. The good teacher should be familiar with the names of the great educators of the world—Sturm, Comenius, Neander, Ascham, Locke, Hayden, Pestalozzi, Arnold, Matthews, Herbert Spencer, Froebel, Bain, Page, and other writers upon education. He should not only be familiar with these names, but he should know something concerning the lives of the men who bore them, and what these men accomplished for the world. How do the members of other professions fit themselves for success? Is it not by familiarizing their minds with all the history which each profession has recorded? Does not the young doctor spend hours in learning what the great masters of the art of healing did, and what methods they counselled? Are not the names of the great lights of the bar and bench familiar as household words to the enthusiastic young lawyer? If young teachers would study to know what the great teachers of the past have said, they will save themselves from many errors. The experience of others is, to us, a very valuable thing. In one year it teaches us more concerning the true principles of teaching than we could evolve from our own experience in ten years. And it teaches this needed knowledge without subjecting us to the painful and mortifying consciousness of blunders that our own experimental knowledge often gives us. Let us avail ourselves, then, with thankful hearts, of the wisdom that others' faithful efforts have bequeathed to us.

BREAKING DOWN.

We are frequently startled in these days of hurried living and prevalent mental disease, by hearing that some friend, apparently up to this time well in mind and robust in body, has suddenly broken down, falling, it may be, into hopeless invalidism, or dying after a sudden and short illness. And the question very naturally is, "What is the cause of this sudden failure of all the powers?" or, "Why did not some physical warning of such failure give him an opportunity to save himself before it was too late?" These questions seem insoluble riddles, "inscrutable mysteries," and the pious leave them with Providence for reply, while the impious use them as a foundation for hopeless pessimism. But the rational person, who neither ignores nature nor quarrels with Providence for making nature, knows that those questions both have natural answers—that there is a cause, easily traced, for this sudden failure of strength, and that premonitory symptoms of its approach were no doubt given again and again, but were utterly unheeded. It often happens that the strain which causes the final collapse is not nearly so great as some that have been previously borne without apparent injury. So a rope may be worn to the last strand by lifting pound weights, and that last strand be broken by lifting a single pound. A long-continued exhaustion of the natural powers has preceded the final and fatal effort. Over-work of mind and body, loss of sleep, mental anxiety, have depleted the strength and nullified the resisting power. Warnings that the account of vigour, physical and mental, was being overdrawn, have repeatedly come, but all to no purpose. There has been attendant pain, physical lassitude, and unnatural craving for food, with that sense of mental weariness which is always a precursor of flagging power. But these

kindly warnings of nature were either wholly disregarded or rebuffed by a use of drugs or stimulants. Even a *mighty effort of the will will often neutralize these important warning symptoms.* But though the indications are thus stifled, the consuming of the vital energy goes on just the same, though now unheeded. The penalty for broken laws will be exacted, though it may be deferred, and when the time of settlement comes no compromises will be possible, but the uttermost farthing will be demanded and collected.

Physicians and others who have had much opportunity to observe men, have often remarked upon the fact that persons of great natural vigour will often give way long before those of feeble natural powers. Here is a case where the race is not always to the swift, nor the battle to the strong. The cause of this is very plain. The weak man cannot abuse his strength without feeling his folly so keenly that he perforce forbears.

But the strong man works all day, and studies, or, far worse, dissipates all night, and declares that he feels perfectly well meanwhile. It is very difficult to make such a man understand that he is drawing bills on health which, after thirty-five, or even sooner, he must pay at one hundred per cent. interest. Thirty-seven is called by physicians the fatal year for all who have been "fast young men." It is very seldom that a man who has drawn heavily on his physical and mental powers between the ages of twenty and thirty, passes the critical year mentioned without some serious indication of physical or mental disease. This fact explains some cases that often seem very strange to us. When a man is a hard worker, the fact of over-strained endurance is a less surprising one. It is very noticeable how many able business men are cut down in the prime of their life and

vigour. The strain of conducting a successful business in these days of savage competition, of push and rush, is very great, and it is not strange that so many give way under it. Race-horses are never long lived, we are told, though they may score some magnificent records on the sportsman's book. Power is not always the measure of endurance or vitality, and power lavishly wasted may be regarded as the measure of nothing but the rapid downward course to invalidism, helplessness or death.

NOISY SCHOOLROOMS.

We visited a schoolroom not long since where the noise that prevailed was a thing amazing. It was a composite noise, and hard to analyze; schoolroom rackets generally are. But as well as we could make out, it was made up thus:—

7 parts buzz of poorly suppressed voices.

1 part giggle, or half-smothered laughter.

2 parts clatter, moving books, opening and shutting desks, etc.

10 parts rustle, or restless, unnecessary movements.

Now, we know that children, unless paralyzed, must have about them an atmosphere which does not partake of the nature of "eternal silence." Nor is it either necessary or desirable that they should be frightened or quelled into absolute stillness. There is a hum of busy life that belongs to a schoolroom of right, and need be in no way complained of; but a *noisy* schoolroom is a thing abominable; and no teacher who seeks the good of his pupils, or properly estimates his own interest in their success, can afford to tolerate it. A noisy schoolroom has an element of vulgarity about it. Politely speaking, it lacks tone. It impresses a visitor very badly, even when the pupils appear

to be more profitably employed than those of the room to which we have alluded above. We have seen schools where there seemed to be a good deal of study going on, though with this intolerable accompaniment of perpetual noise. But we have noticed from continued observation that if the noise continued, the average amount of accomplished work decreased. The fact is, children cannot learn their lessons properly in a continual racket. Discipline is nowhere, and it will not be long before the teacher's professional standing will be as difficult to find.

A noisy schoolroom may be quieted by making a careful distinction between necessary and unnecessary noise. Whispering should be promptly vetoed, except under the most careful restrictions. Then the tendency to move noisily must be checked by giving the children some lessons in good breeding. A well-bred person always moves about quietly. And here let us remark that, when a teacher finds that his schoolroom is becoming so noisy as to interfere with proper discipline and diligent study, he would do well to look to himself, to note whether his own deportment is such as to influence his pupils to quiet behaviour. Does he move about with quiet dignity, and speak in tones modulated by the rules of gentle breeding? A true gentleman or lady could hardly endure that trial of patience and nerve—a noisy schoolroom.

TEACHING CHILDREN TO WORK.

One of the trials that thousands of teachers have to contend with in this free-and-easy country is the unwillingness of children to work. Not only are they reluctant to obey, but they do not want to work, and they *will not* work. They are not altogether to blame; many of them do not know how. It is one of the things that

have to be learned, and that will never be learned without teaching. Their ignorance of such necessary instruction can be charged, like so many other serious deficiencies, to the prevalent inexpressibly miserable system of home training. Most children are not "brought up" nowadays, but, like the infants of the immortal Mrs. Pocket, they "tumble up." By the aid of natural processes, and the supply of provender that the growing animal never fails to assimilate, when it is within its reach, these children pass from physical infancy to maturity. Whether their mental and moral keeps pace with their bodily growth is another question. It certainly does, if parental training in such development is alone depended upon. Well is it for the child if the teacher's diligence can be depended upon to counteract the parents' neglect.

But in this matter of work. You have a troop of boys and girls to train, bright enough, but lazy because they have never been taught to work. They have never learned to concentrate their attention, so they spend an hour learning a lesson that they might master in ten minutes. When they come to a hard place in the lesson, they stop. They will not try to go forward without help. They waste their own time, and they waste yours.

Plainly, if you wish to see good results from your labour, you must begin by teaching them to work. But how to do it, that is the question.

In the first place, you must not teach them to cram. Lazy pupils always know how to do this, as you will find at examination-time. But they must be taught to do, within a specified time, a certain amount of mental labour. First you should arouse their interest if you can, or as far as you can, in some study. You must keep up your own courage; for nothing is so paralyzing as discouragement. You must determine that you will arouse these dormant energies, and assure yourself that you *can* do what you thus attempt.

You must keep the children busy. Give them plenty of work to do, arousing, interesting work, and keep them at it. Ask them questions outside of the lesson; induce them, if you can, to try to find out things for themselves. Arouse not only interest, but emulation. Keep at this sort of work too. It will effect a revolution in your school; or, if it does not reform all your lazy pupils, its reflex action will take away the last trace of your own laziness, and make your teaching of much greater value, not only in results, but in hard coin of the realm.

STUDY THE CHILDREN.—Study the children. It is all right and proper to make a thorough study of books, but infinitely of more value to study the children. We are firmly of the belief that the teacher who cannot read the hearts, minds, and disposition of the child-life, will make a failure in his work. Study the children with respect to their home-life and home-influence—whether good or bad, whether they are accustomed to be obedient or disobedient—and make your line of control and treatment augment

or offset the home-treatment, just as the necessities of the case demand.—*Moderator.*

EVERY teacher, to the extent of his opportunities, is responsible for the moral training of his pupils. The great end of the teacher's efforts is the formation of character; and moral cultivation is the chief corner-stone of good character. It may be said without exaggeration, that the right moral training of his pupils is the first and highest duty of the teacher. The secular theory of education is a dangerous fallacy.—*Ohio Ed. Monthly.*

UNIVERSITY WORK.

MATHEMATICS.

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ANNUAL EXAMINATIONS, 1882.

Junior Matriculation.

MATHEMATICS.

Examiner—F. Hayter, B.A.

1. The interest on a sum of money for two years is \$349.58, and the discount on the same sum for the same time is \$310.74; simple interest in both cases. Find the rate per cent., and the time.

2. *A* in Toronto pays *B* in Paris 1000 francs by a bill of exchange on London, exchange at Paris being 25.25 francs for £1 sterling. Find the amount of the bill, and its value in currency (£1 = \$4.86½). When the bill reaches Paris exchange is at 25.23. Find the amount in francs for which the bill sells.

3. Simplify

$$(i.) \frac{x^2 - 15x + 54}{x^2 - 7x + 10} \times \frac{x^2 - 5x}{x^2 - 2x - 63} \times \frac{x^2 + 5x - 14}{x^2 - 6x}.$$

$$(ii.) \frac{2\sqrt{2} + \sqrt{3} - 1}{\sqrt{3} + 1} - \frac{\sqrt{2} - 1}{\sqrt{2} + \sqrt{3}} - \frac{2\sqrt{2} + \sqrt{3} - 1}{\sqrt{3} + 1} \times \frac{\sqrt{2} - 1}{\sqrt{2} + \sqrt{3}}.$$

4. Divide $a^{4n-1} - a^{2n-1} + 2a^{2n-2} - a^{2n-3}$ by $a^{2n} + a^n - a^{n-1}$.

Divide by Horner's method

$$x^5 + 5x^4 + 11x^3 + 19x^2 - 36$$

by $x^4 - 2x^3 + 2x^2 + 2x - 3$.

5. Find L. C. M. of $(4x^3 - 4ax^2)$, $(3x^2 - 9ax + 6a^2)$, and $(2x^3 - 8a^2x)$.

6. If the minute hand of a clock be 4 inches long and the hour hand 3 inches, find

the times between 4 and 5 o'clock when their ends are 5 inches apart.

7. Solve

$$(i.) \sqrt{1+x^2} + x = a.$$

$$(ii.) \begin{cases} 12x - 13y = 7 \\ 144x^2 - 156xy + 169y^2 = 4729. \end{cases}$$

$$(iii.) \begin{cases} x + y = z \\ x^2 + z^2 = 29 \\ xy = 6. \end{cases}$$

8. The opposite sides and angles of a parallelogram are equal to one another.

The diagonals of a parallelogram bisect each other. The angle between the diagonals of a rhombus is a right angle.

9. Upon the same straight line, and upon the same side of it, there cannot be two similar segments of circles, not coinciding with one another.

Similar segments of circles upon equal straight lines are equal to one another.

ALGEBRA.—HONORS.

Examiner—A. K. Blackadar, B.A.

1. Find the sum, the product, and the least common multiple of the fractions:

$$\frac{1 + x\sqrt{2}}{2(1 + x\sqrt{2+x^2})}, \quad \frac{1 - x\sqrt{2}}{2(1 - x\sqrt{2+x^2})},$$

$$\frac{1 + x^2}{1 + x^4}.$$

2. If $2s = a + b + c$, shew that

$$(c^2 + a^2 - b^2)(a^2 + b^2 - c^2) + (a^2 + b^2 - c^2)(b^2 + c^2 - a^2) + (b^2 + c^2 - a^2)(c^2 + a^2 - b^2) = 16s(s-a)(s-b)(s-c).$$

Find the factors of

$$(x^2 - 1)(y^2 - 1)(z^2 - 1) - (xyz + 1)(x^2 + y^2 + z^2 + 2xyz - 1).$$

3. Given $3 - \sqrt{5}$ as one root of the equation $ax^2 + bx + c = 0$, prove that $3 + \sqrt{5}$ will be the other root; and find the values of the roots of $cx^2 + bx + a = 0$.

4. Solve the equations

(i.) $10^{(x-1)(2-x)} = 1000$.

(ii.)
$$\left. \begin{aligned} \frac{1}{\sqrt{x-a}} - \frac{1}{\sqrt{y-b}} &= \frac{1}{2ab}, \\ \sqrt{\frac{a-x}{c+x}} \times \sqrt{\frac{c+x}{b-y}} &= \frac{b}{2a}. \end{aligned} \right\}$$

(iii.)
$$\left. \begin{aligned} x+y-z &= 0, \\ x^2+y^2+z^2+2xy &= 8, \\ xz-y^2 &= 1. \end{aligned} \right\}$$

5. If $\frac{a}{b} = \frac{c}{d} = \frac{e}{f}$, prove that each of these

ratios = $\frac{a+c+e}{b+d+f}$.

If $a = \left(\frac{1-e}{1+e}\right)^{\frac{1}{2}}$, then shall

$$\frac{1-a}{1+a} = \frac{e}{1+\sqrt{1-e^2}}$$

6. (a) Having given the first term (a), the last term (l), and the number of terms (n) of an arithmetical series, find the common difference and the sum of the series.

(b) If a = first term, r = common ratio, and S_n = sum of n terms of a geometrical series, find S_n , and prove that

$$aS_{2n} = S_n(S_{n+1} - rS_{n-1}).$$

7. Sum to n terms and to infinity the series

(i.) $1 + (1 - \sqrt{3}) + (1 - \sqrt{3})^2 + (1 - \sqrt{3})^3 + \dots$

(ii.)
$$\frac{1}{\sqrt{3}(1+\sqrt{3})} + \frac{1}{(1+\sqrt{3})(2+\sqrt{3})} + \frac{1}{(2+\sqrt{3})(3+\sqrt{3})} + \dots$$

8. The number of combinations of n things taken r together is the same as the number of combinations taken $n-r$ together.

In how many different ways can nine persons occupy four places at a round table?

9. Find the 8th term of $(1-5x)^{\frac{1}{5}}$.

Show that

$$\frac{1+x}{(1-x)^3} = 1 + 4x + 9x^2 + 16x^3 + \dots$$

10. Lead weighs 11.34 times as heavy as water; cork weighs $\frac{6}{25}$, and fir $\frac{9}{20}$ respectively of the weight of an equal volume of

water. How much cork and lead must be combined together so that the mass may be equal to 80 pounds, the weight of a beam of fir timber of the same magnitude?

Matriculation.

ARITHMETIC AND ALGEBRA.—MEDICINE, HONORS.

Examiner—F. Hayter, B.A.

1. Subtract $\frac{1}{3}$ of $\frac{3\frac{3}{4}}{\frac{1}{4}$ of $33\frac{3}{4}$ + $\frac{1}{2}$ of $\frac{\frac{3}{4}}{1 + \frac{1}{4}\frac{3}{8}}$ + $\frac{\frac{3}{8} \times \frac{1}{3}}{\frac{1}{4}$ of $7\frac{1}{2}$ from 101 times the sum of $\frac{3}{10}$ and $\frac{1}{2}$ of $\frac{3}{5}$ of $\frac{7}{20}$.

Find the value of

$$\frac{2.6 \times 2.8\dot{3}}{6.2 \times .857142} + \frac{4\frac{8}{9} \times 4.0\dot{3}\dot{6}}{3.75 + 1.7}$$

2. What must be the gross produce of an estate in order that after paying a 10 per cent. income tax, and a rate of $12\frac{1}{2}$ cents on the dollar on the residue, there may remain \$1612?

3. A person shooting at a target at a distance of 545 yards hears the bullet strike the target 4 seconds after he fired. A spectator equally distant from the target and the shooting-point hears the shot strike $2\frac{1}{2}$ seconds after he heard the report. Find the velocity of sound.

4. Simplify

$$\frac{2c}{a^2 - b^2} + \frac{3b}{a^3 + b^3} - \frac{a^2 + b^2}{a^4 + a^2b^2 + b^4}$$

5. Show that the value of

$$2x^6 - 17x^5 - 127x^4 + 1298x^2 + 30x + 54,$$

when $x = 13$ is equal to the remainder when that expression is divided by $x - 13$, and find the remainder by Horner's method.

6. Simplify

(i.)
$$\frac{x^3 + 12x^2 + 44x + 63}{2x^3 + 13x^2 + 33x + 27}$$

(ii.)
$$\frac{a^4 + b^4 - c^4 + 4a^2b + 6a^2b^2 + 4ab^3}{(a^3 + b^3 + c^3)(a^2 + b^2 + c^2) - 3abc(a^2 + b^2 + c^2)} - \frac{2ab(a^3 + b^3 + c^3) - 6a^2b^2c}{(a^3 + b^3 + c^3)(a^2 + b^2 + c^2)}$$

7. Solve

(i.)
$$\frac{x+1}{x-1} + \frac{x+2}{x-2} = 2 \cdot \frac{11x+18}{11x-18}$$

(ii.) $(x^2 - 5)^{\frac{1}{2}} + (x^2 + 7)^{\frac{1}{2}} = 9$

$$(iii.) \begin{cases} x^3 + y^3 + z^3 = 3xyz, \\ y + z = x - a, \\ yz = bx. \end{cases}$$

8. If u and x are connected by the quadratic equation

$$\frac{au^2 + bu + c}{du^2 + eu + f} = x,$$

show that the values of x corresponding to which u has coincident values are given by $(e^2 - 4df)x^2 + 2(2af + 2dc - bc)x + (b^2 - 4ac) = 0$.

If m, n are the roots of the equation

$$x^2 - px + q = 0,$$

find the equation whose roots are $\frac{1}{m}$ and $\frac{1}{n}$.

9. A grocer sold 60 lbs. of coffee and 80 lbs. of sugar for \$25, but he sold 24 lbs. more of sugar for \$8 than he did of coffee for \$10. What was the price of a pound of each?

EDUCATION DEPARTMENT,
ONTARIO.

JULY EXAMINATIONS, 1882.

Intermediate.

ALGEBRA.

1. Form an expression symmetrical with respect to x, y, z, u , similar to $x^3 + y^3 + z^3 - 3xyz$, and write down the quotient on dividing it by $x + y + z + u$.

Required expression is

$x^3 + y^3 + z^3 + u^3 - 3xyz - 3xyu - 3xzu - 3yzu$, and quotient is

$x^2 + y^2 + z^2 + u^2 - yz - zx - xy - xu - yu - zu$.

2. Factor $ax^3 - (a+b)(x-y)xy - by^3$.

Deduce, or find by other means, the factors of

$$(a+b)^3(x+y) - (x+2y+z)(a-c)(a+b)(b+c) - (b+c)^3(y+z).$$

Obtain four different relations between the quantities a, b, c, d , for any one of which the expression $4(ad - bc)^2 - (a^2 + d^2 - b^2 - c^2)^2$ will vanish.

$$\begin{aligned} ax^3 - (a+b)(x-y)xy - by^3 \\ = a \{ x^3 - (x-y)xy \} - b \{ y^3 + xy(x-y) \} \\ = (ax - by)(x^2 - xy + y^2). \end{aligned}$$

Writing in last result for $a, x+y$, for $b, y+z$, and so on, factors required are

$$\begin{aligned} \{ (x+y)(a+b) - (y+z)(b+c) \} \\ \{ a^2 + b^2 + c^2 + bc - ca + ab \}. \end{aligned}$$

Factoring,

$$\{ (b-c)^2 - (a-d)^2 \} \{ (a+d)^2 - (b+c)^2 \} = 0.$$

Equating each factor to zero we find

$$\left. \begin{aligned} a+b+c+d &= 0 \\ a-b-c+d &= 0 \\ -a-b-c+d &= 0 \\ a-b-c-d &= 0 \end{aligned} \right\}.$$

3. Find the lowest common measure, not being a fraction, of the quantities

$$\frac{x^2 + 5x + 6}{x + 4} \text{ and } \frac{x^2 + 7x + 12}{x + 5}.$$

$$(x+2)(x+3)(x+4).$$

4. Reduce to lowest terms the following fractions:

$$(1) \frac{6x^5 - 5x^4 - 1}{x^5 - x^4 - x + 1};$$

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

$$(1) \frac{6x^4 + (x+1)(x^2+1)}{x^4-1}; \quad (2) \frac{1}{3}.$$

5. (1) If $y+z+u=a, z+u+x=b, u+x+y=c, x+y+z=d$, then

$$\frac{1}{1+\frac{a}{x}} + \frac{1}{1+\frac{b}{y}} + \frac{1}{1+\frac{c}{z}} + \frac{1}{1+\frac{d}{u}} = 1.$$

(2) If $ax=b+c, by=c+a, cz=a+b$, then

$$\frac{1}{1+x} + \frac{1}{1+y} + \frac{1}{1+z} = 1.$$

$$(1) \frac{1}{1+\frac{a}{x}} = \frac{x}{x+y+z+u}, \text{ etc.; } \therefore \text{sum} = 1.$$

$$(2) \frac{1}{1+x} = \frac{1}{1+\frac{b+c}{a}} = \frac{a}{a+b+c}, \text{ etc.; } \therefore \text{sum} = 1.$$

6. Solve the equation $ax^2 + bx + c = 0$.

What value of x will satisfy the equation

$$\frac{b-c}{x+a} + \frac{c-a}{x+b} + \frac{a-b}{x+c} = 0.$$

Bookwork; both values of x are infinity.

7. Solve the equations

$$(1) \frac{7x}{3} - \left\{ \frac{1}{2} - \left(\frac{x}{3} - \frac{x-1}{2} \right) \right\} = \frac{4x-2}{5}.$$

$$(2) \frac{28}{x-4} - \frac{20}{x-3} = \frac{9}{x-5} - \frac{1}{x-1}.$$

$$(3) \begin{cases} x^4 + x^2y^2 + y^4 = 21, \\ x^2 + xy + y^2 = 7. \end{cases}$$

$$(1) x = -\frac{1}{2}.$$

$$(2) x = 7 \text{ or } \frac{1}{2}.$$

$$(3) \text{ By division, } \begin{cases} x^2 \cdot xy + y^2 = 3, \\ \therefore x^2 + y^2 = 5 \end{cases} \begin{cases} x = \pm 2 \text{ or } \pm 1, \\ xy = 2 \end{cases} \begin{cases} y = \pm 1 \text{ or } \pm 2. \end{cases}$$

8. Solve the equations

$$\begin{cases} x+y+z=6 \\ 3x+2y-z=4 \\ x+3y+2z=13 \end{cases} \begin{cases} x=1 \\ y=2 \\ z=3 \end{cases}.$$

$$\begin{cases} 3x-2y+5z=4 \\ x-4y+z=1 \\ 4x-6y+6z=5 \end{cases}.$$

Equations, in this case, not being independent, values of x , y and z are indeterminate.

9. The edge of a cube is 3 feet. What must be taken as the unit of length that the number expressing the sum of the areas of the faces may be the same as that which expresses the sum of the lengths of the edges?

Let x be unit of length in feet, then

$$\frac{3}{x} = \text{number of units in edge, per question}$$

$$6\left(\frac{3}{x}\right)^2 = 8\left(\frac{3}{x}\right), \quad x = \frac{9}{4}.$$

10. The hour, minute and second hands of a watch are on concentric axes, the same divisions on the dial answering for both minutes and seconds. Find when first between 3 and 4 o'clock the second hand will equally divide the interval between the minute and hour hands.

Let x be the time after 3 o'clock in minutes, then

$$15 + \frac{x}{12} + x = 2(60x), \quad x = \frac{180}{1427}.$$

ARITHMETIC.

1. The fore and hind wheels of a carriage are 9 and 12 feet in circumference respectively. There are two points, one in each circumference, at present in contact with the ground. Show that as the carriage moves on these points can never at the same time be the highest points of each wheel.

By the nature of the L. C. M. the points come together again when they are at the bottom, therefore they cannot come together elsewhere.

2. Reduce $\left\{ \frac{5\frac{1}{2} - \frac{1}{4} \text{ of } 2\frac{1}{4}}{\frac{3}{8} \text{ of } 4\frac{1}{4} + \frac{1}{14}} - \frac{859}{1085} \right\}$ of 3 lbs. to the fraction of 5 tons.

$$\frac{5}{10000}.$$

3. Prove that .48732 is equal to $\frac{48684}{99900}$.

See "Advanced Arithmetic," p. 132.

4. Find the present value of \$320, due two years hence, at 8 per cent. per annum, compound interest.

$$(1.08)^2 = \$320, \therefore P. V. = \$274.348.$$

5. Find approximately in how many years a given sum of money will double itself at 15 per cent. per annum, compound interest.

Divide 2 by 1.15, divide quotient by 1.15, and so on until quotient becomes unity; number of divisions will give number of years, which by trial we find to be between 4 and 5; \therefore number of years is between 4 and 5.

6. How large a bill of exchange on Paris can be bought for \$1500 currency, exchange being at the rate of \$1 for 5.25 francs, and gold being at a premium of $8\frac{1}{2}$ per cent.?

$$\$1.085 \text{ currency} = 5.25 \text{ francs}; \therefore \$1500 = 7258.064 + \text{francs.}$$

7. On July 10th a banker discounts a note for \$500, made May 10th, at six months, at the rate of 8 per cent. per annum. At what rate does he receive interest on his money?

Banker receives $\$4\frac{2}{3}$ for use of $\$1\frac{1}{3}$ for 4 months; note having 4 months to run, which is at the rate of $\$8\frac{1}{3}$ per cent.

8. A sells an article at a certain advance per cent. on the cost to B , who, in turn, at the same advance per cent., disposes of it for \$19, finding that had he sold for \$13 he would have lost per cent. $1\frac{1}{4}$ of what he now gains per cent. What did A pay for the article?

9. Equal weights of gold and silver are in value as 20 to 1; and equal volumes are in

value as 1284 to 35. A certain volume is composed of equal weights of gold and silver; find how many times more valuable the same volume would be were it composed wholly of gold.

Take value of 1 lb. of silver as unit. If equal volumes of gold and silver are in weight as $x : 1$, then their values are as $20x : 1$;

$$\therefore \text{per question } 20x = \frac{1284}{35}, x = \frac{321}{175}.$$

Let the "certain volume" in question contain y lbs. of gold and y of silver, its value being $21y$. Replacing y lbs. of silver by a volume of gold equal to it in bulk, the total value is now $20\left(y + y \cdot \frac{321}{175}\right)$, and ratio of latter to former is 1984 : 735.

10. The volume of a sphere is found by multiplying the cube of the radius by 4.7888; and the area of a circle by multiplying the square of the radius by 3.1416. Find the area of a circle which by rotating about a diameter will describe a sphere whose volume is 1 cubic foot.

Let r be radius of sphere and circle. Given $4.7888r^3 = 1728$, we find $3.1416r^2 = 173.06 +$ square inches, the area required.

EUCLID.

(Usual abbreviations permitted.)

1. A parallelogram is a rectilineal figure whose opposite sides are parallel and whose opposite angles are equal. Show clearly what is deficient and what redundant in this definition.

2. The three angles of a triangle are together equal to two right angles. Prove this, and by its means show how to divide a right angle into three equal parts.

3. Triangles upon the same base and between the same parallels are equal to one another. Prove this, and thence show how to change an irregular four-sided figure into an equal triangle.

4. Given three straight lines, show how to construct a triangle having these lines for sides. Can it always be done? Explain fully.

5. If a straight line be bisected and also cut into two unequal parts, give the relations

existing amongst the segments as expressed in two propositions of the Second Book of Euclid, and prove one of these propositions.

6. Do *one only* of the following :

(a) If A, B, C be the angular points of a triangle, find an expression for the perpendicular from A upon the side BC , in terms of the sides.

(b) If from any point in the circumference of a circle two lines are drawn to the extremities of a diameter, the sum of the squares upon these lines is constant, and the angle contained by these lines is a right angle. [No reference to Euclid, Bk. III.]

7. What proposition of the Second Book would be formed from Euclid II. 12, by bringing the vertex A down to the point D in the side BC produced ?

First Class Teachers—Grade C.

ALGEBRA.

1. Solve the equations

$$(1) \begin{cases} x^2 - xy + x = 9, \\ 4y^2 - 3xy - 2y = -7. \end{cases}$$

$$(2) x^3 - 2x^2y - 3xy^2 = 10 = x^2 - 3xy.$$

Discuss the values of x, y, z in the equations

$$a = \frac{x-y}{x+y}, \quad b = \frac{y-z}{y+z}, \quad c = \frac{z-x}{z+x}.$$

(1) Add the equations when

$$(x-2y)^2 + (x-2y) = 2; \quad \therefore x-2y = 1 \text{ or } -2. \\ x = 3 \text{ or } -6, \quad y = 1 \text{ or } -\frac{7}{2}, \text{ etc.}$$

$$(2) \text{ We have } \begin{cases} x(x-3y)(x+y) = 10, \\ x(x-3y) = 10 \\ x+y = 1, \quad x = 2 \text{ or } -\frac{3}{4} \\ y = 1 \text{ or } \frac{3}{4} \end{cases}$$

Solving the equations,

$$x(a-1) + y(a+1) = 0, \text{ etc.,}$$

$$x = \frac{0}{2(abc+a+b+c)} = y = z = 0.$$

2. What value of x will make $x^2 - 2x$ a minimum ?

Apply your method to show that the square is the greatest rectangle that can be inscribed in a given circle.

Let $x^2 - 2x = \kappa$, $\therefore x = 1 \pm \sqrt{\kappa+1}$. That x may be possible, κ cannot be less than -1 , which is therefore the minimum value, for

which $x=1$. Let r be radius of the circle; x, y sides of rectangle; then we are to make $\pi r^2 - xy$ a minimum where $x^2 + y^2 = 4r^2$. Substitute for y and proceed as before, when $x=y$, or greatest rectangle is a square.

3. In the solution of $ax^2 + bx + c = 0$, interpret the results when

$$(1) a=b=0; \quad (2) b^2 \begin{matrix} < \\ = \\ > \end{matrix} 4ac.$$

(1) Roots are ∞, ∞ . (Todhunter's Larger Algebra, secs. 342 and 343.)

(2) Roots are real and unequal, real and equal, or imaginary.

4. If α, β be the roots of $x^2 + px + q = 0$, and α', β' those of $x^2 + px + \frac{1}{9}(2p^2 + q) = 0$, then $\alpha, \alpha', \beta', \beta$ form an Arithmetic series.

$$\alpha = \frac{\sqrt{p^2 - 4q} - p}{2}, \quad \beta = \text{etc.}$$

$$\alpha' = \frac{\sqrt{p^2 - 4q} - 3p}{6}, \quad \beta' = \text{etc.}$$

We have $\alpha + \beta' = 2\alpha'$, $\alpha' + \beta = 2\beta'$; \therefore etc.

5. Determine the conditions that $ax^4 + bx^2 + c$ and $cx^4 + bx^2 + a$ may have a common divisor of the form $x^2 + px + q$.

Divide $ax^4 + bx^2 + c$ by $x^2 + px + q$, and put remainder $x^2(ap^2 - aq + b) + apqx + c = 0$; similarly with $cx^4 + bx^2 + a$ we find

$$x^2(cp^2 - cq + b) + cpqx + a = 0.$$

Eliminating in turn first and last terms of these expressions we find two values for x , equating which gives condition

$$\left\{ (p^2 - q)(a + c) + b \right\}^2 + p^2 q^2 b(a + c) = 0.$$

6. When is one quantity said to vary as another?

If $x \propto y \propto z$, show that constants k, l, m exist such that

$$l(x - ky) = m(y - lz) = k(z - mx).$$

Bookwork.

Solving between x and y , $x = k'y$ where k' is a constant, and so on; $\therefore x \propto y$ by definition, and so for z .

7. The sum of n terms of a certain series is $\frac{1}{2}n(n+1)(n+2)$; shew that the sum of the differences between the 1st and 2nd, 2nd and 3rd, \dots $(n-1)$ th and n th terms is

$$(n-1)(n+2).$$

$$\begin{aligned} \text{The } n^{\text{th}} \text{ term of above series} &= S_n - S_{n-1} \\ &= \frac{n(n+1)(n+2)}{3} - \frac{(n-1)n(n+1)}{3} = n^2 + n; \end{aligned}$$

\therefore sum is required of

$$\begin{aligned} &\left\{ (2^2 + 2) - (1^2 + 1) \right\} + \dots \\ &\quad + \left\{ (n^2 + n) - ((n-1)^2 + n - 1) \right\} \\ &= 2(2 + 3 + \dots + n) = (n-1)(n+2). \end{aligned}$$

8. Find the sum to n terms of a Geometric series, having given the first term and common ratio.

If between each pair of the quantities $x, x^2; x, x^3; x, x^4; \dots n$ Geometric means be inserted, and r_1, r_2, \dots be the common ratios, then

$$\frac{r_2}{r_1} + \frac{r_3}{r_2} + \dots + \frac{r_{n+1}}{r_n} = n \cdot x^{n+1}.$$

Bookwork.

For the first series,

$$x r_1^{n+1} = x^2, \quad \therefore r_1 = x^{\frac{1}{n+1}};$$

for the second

$$x r_2^{n+1} = x^3, \quad \therefore r_2 = x^{\frac{2}{n+1}}, \text{ etc.};$$

$$\therefore \frac{r_2}{r_1} = x^{\frac{1}{n+1}}, \text{ and sum} = n \cdot x^{n+1}.$$

9. In forming the combination of n things r together, find for what value of r the number of combinations is greatest.

A committee of 8 is to be selected by taking a certain number (a) from a party of 13, and the remainder from a party of 8. What is the value of a that the selections may be made in the greatest number of ways; and how often will A of the first party and B of the second party find themselves in company?

Bookwork.

The value of a for which the number of combinations is greatest is 6 or 7. When $a=6$, 5 other men may be chosen from the

first party in $\frac{12}{5 \cdot 7}$ put A in each of these,

one can be selected from the second party in 8 ways; put B along with each of them, so that on the whole when $a=6$, A and B will

be together in $\frac{12}{5 \cdot 7} \times 8$ ways. Similarly

when $a=7$.

10. Assuming the Binomial Theorem to hold for positive integral indices, show that it holds for positive fractional indices.

Verify $\frac{1}{\sqrt{3}}$

$$= \frac{1}{2} \left\{ 1 + \frac{1}{2^2} + \frac{1 \cdot 3}{2} \cdot \frac{1}{2^4} + \frac{1 \cdot 3 \cdot 5}{6} \cdot \frac{1}{2^6} + \dots \right\}.$$

By equating coefficients of x^r in $(1+x)^n$ and

$$\left(1 - \frac{x}{1+x}\right)^{-n}, \text{ show that } \frac{n(n+1) \dots (n+r-1)}{\lfloor r \rfloor}$$

$$= \frac{n(n+1) \dots (n+r-2)}{\lfloor r-1 \rfloor} \cdot \frac{r-1}{1} +$$

$$\frac{n(n+1) \dots (n+r-3)}{\lfloor r-2 \rfloor} \cdot \frac{(r-2)(r-1)}{\lfloor 2 \rfloor} + \dots$$

$$= \frac{n(n-1) \dots (n-r+1)}{\lfloor r \rfloor}.$$

$$\left(1 - \left(\frac{1}{3}\right)^2\right)^{-\frac{1}{2}} = 1 + \frac{1}{2^2} + \frac{1}{2} \frac{\left(\frac{1}{3} + 1\right)}{\lfloor 2 \rfloor} \cdot \left(\frac{1}{3}\right)^4 + \dots$$

$$= \sqrt{\frac{4}{3}}; \therefore \frac{1}{\sqrt{3}} = \text{etc.}$$

This appears immediately on expanding various powers of $(1+x)$;

$$\left(1 - \frac{x}{1+x}\right)^{-n} = (1+x)^n$$

$$= 1 + n \left(\frac{x}{1+x}\right) + \frac{n(n+1)}{\lfloor 2 \rfloor} \cdot \left(\frac{x}{1+x}\right)^2 + \dots$$

and equating coefficients as directed.

ARITHMETIC.

(All work must be purely Arithmetical.)

1. Explain fully why you double the quotient for a new divisor in extracting the square root of a number; and, what is the meaning of the numbers 30 and 300 which appear in the common method of extracting the cube root.

See Advanced Arithmetic.

2. A wine merchant buys a barrel of wine (32 gals.) for \$25 and sells it at \$1.50 per gallon. The leakage amounts to two-fifths of a gill per day, and his living expenses to \$510 per year. How many barrels per year must pass through his hands in order to cover the whole expense of his business?

146 gills or $9\frac{1}{2}$ gallons are lost by leakage in one year, which cost $\$(7\frac{1}{2} \times \frac{1}{3})$. This amount, together with \$510, will be cleared by selling 22.48 barrels, \$23 being cleared on each barrel.

3. A person buys a horse upon borrowed money for which he pays 6 per cent. per annum. The horse earns 70 cents daily and costs $\frac{1}{2}$ per cent. upon his purchase price for daily keeping. The owner sells him at the end of a year for \$50, and realizes \$132.40 upon his whole transaction. What did the horse cost?

$313 \times 70 = 219.10 = \text{earnings.}$ Let 1 be the cost price, then

$$1 + 1\frac{1}{2}\% + 2\frac{1}{2}\% + \$182.40 = 219.10,$$

$$\therefore 1 = \$34.46\frac{2}{3}.$$

4. A mortgage drawn March 1st, 1878, for \$4000, is to be paid in 8 annual instalments of \$500 each, with interest at 4 per cent. per annum. It, having made the payments regularly, is offered for sale on Sept. 15th, 1881. What should it bring, money being worth 6 per cent. per annum?

$$\$4000 (1.04)^8 = \$5474.40.$$

On 15th September, 1881,

$$\$500 \text{ paid March 1, 1879} = \$581.8725$$

$$500 \text{ " " 1880} = 548.1545$$

$$500 \text{ " " 1881} = 513.6455$$

$$\underline{\$1643.6725}$$

leaving payable a balance of \$3830.7275, whose present worth due $4\frac{1}{4}$ years hence is \$2921.98.

5. Given that 772 pounds raised 1 foot represents the amount of heat required to warm 1 pound of water through 1° F., and that 1° F. is equal to $\frac{5}{9}$ ° C., and that 39.37 inches is equal to 1 metre, and that a cube of water one-hundredth of a metre upon the edge weighs 1 gram, how many grams raised 1 metre, will represent 1 gram of water warmed through 1° C.?

Taking a cubic foot of water to weigh 1000 oz., since 1 cubic metre of water = 1000000 grams, and the relation between an inch and a metre is given, $\therefore 1 \text{ gram} = .002205 \text{ lbs.}$ Now,

loons or trousers—hanging up as if the owner had melted out of them.”—*Dr. Holmes, The Professor.*

“The word *pants* is the proper correlative of the word *gent*—the latter invariably wears the former.”—*Mr. Richard Grant White.*

Why is the use of the words *pants, vest, and gent*, considered a vulgarism?

4. Give rules for the use of *shall* and *will*.

5. Classify and give examples of the English Diminutives.

6. Derive the English names of the days of the week.

7. What is grammar?

8. What are the chief literary merits and defects of Goldsmith and Cowper?

9. State and discuss the *trade theory* which is developed by the poet in *The Deserted Village*.

10. Quote the description of the “village preacher” from *The Deserted Village*.

11. Piety has found
Friends in the friends of science, and true
prayer

Has flowed from lips wet with Castalian
dews.

Such was thy wisdom, Newton, childlike
sage!

Sagacious reader of the works of God,
And in his word sagacious. Such too
thine,

Milton, whose genius had angelic wings,
And fed on manna. And such thine, in
whom

Our British Themis gloried with just cause,
Immortal Hale! for deep discernment
praised,

And sound integrity, not more than famed
For sanctity, of manners undefiled.

All flesh is grass, and all its glory fades
Like the fair flower dishevelled in the
wind;

Riches have wings, and grandeur is a
dream,

The man we celebrate must find a tomb,
And we that worship him, ignoble graves.

—*The Task*, Book III., vv. 249-265.

(a) Explain the allusions in: *Castalian dews*; *All flesh is grass*; *Riches have wings*.

(b) Write notes on Newton, Milton, Hale, Themis.

(c) *Piety*; *celebrate*. Derive those words, and illustrate the various senses in which each may be used.

(d) Analyze the sentence “And such thine . . . undefiled,” and parse: such; thine; Hale; praised; integrity; famed; undefiled.

(e) Point out all rhetorical figures in the extract.

12. Give examples of illusive etymologies in the English language.

13. Define and give examples of the different rhetorical figures of repetition.

14. Analyze the sentence, and parse the words given in 11 (d) above.

HISTORY AND GEOGRAPHY.—ARTS, FOR PASS.

Examiner—D. R. Keys, B.A.

1. Give an account of the administrations of Robert Walpole and the elder Pitt, contrasting the private characters of the two men, and showing the influence of each on the history of England.

2. Give a detailed account of the American Revolution, making particular reference to the measures which drove the colonists to revolt.

3. Write a short history of the reign of Augustus, noticing the constitutional changes, and dwelling on the features which made his age a literary era.

4. Sketch the internal and external condition of Rome at the close of the Third Punic War.

5. Contrast Athens and Sparta as to their form of government, their literary and their political influence at the time of the Peloponnesian war.

6. Tell all you know of the life, character, and influence of Socrates.

7. Give a general description of the mountain system of Greece.

8. Locate, as accurately as you can, and give the modern names of: Ilva, the Aefidus, the Benacus, Ticinum, Panormus, Euripus, Baiæ, Naupactus, Eurotas, Ambracius Sinus.

9. Draw a map of any one of the following countries, showing the principal physical features and cities:—Spain, Austria, Mexico.

10. Describe a journey by rail from Toronto to San Francisco, naming the railroad lines, with the states and cities through which one would pass.

*Matriculation.*MEDICINE.—HISTORY AND GEOGRAPHY,
FOR PASS AND HONORS.

Questions 7, 8, 9 and 10 are for Candidates in Honors only.

1. Write short notes on the Witenagemot, Magna Charta, and the Cabinet, and explain the present system of government in England.

2. Give a description of the different civil wars in which England has been engaged.

3. (a) Sketch the characters of Henry VIII., Charles II., and George III.; (b) Trace the descent of the Crown of England from Henry VIII. to George I.

4. Draw a map of any one of the following countries, showing the principal physical features and cities: Spain, Austria, Mexico.

5. Describe a journey by rail from Toronto to San Francisco, naming the railway lines, with the states and cities through which one would pass.

6. Mention and describe the situation, scenery, and surroundings of the principal lakes of Europe.

7. Give an account of the administrations of Robert Walpole and the elder Pitt, contrasting the private characters of the two men, and showing the influence of each on the history of England.

8. Give a detailed account of the American Revolution, making particular reference to the measures which drove the colonists to revolt.

9. Name and describe the volcanoes of Europe and America.

10. Trace accurately the course of the following rivers: Mississippi, Severn (England), Restigouche, Hudson, Po, Red River, Ebro, Volga.

EDUCATION DEPARTMENT,
ONTARIO.

INTERMEDIATE, 1882.

ENGLISH LITERATURE.

I.—GOLDSMITH'S DESERTED VILLAGE.

1. "Sweet Auburn! parent of the blissful hour,
Thy glades forlorn confess the tyrant's power.

Here, as I take my solitary rounds,
Amidst thy tangling walks and ruined grounds,
And, many a year elaps'd, return to view
Where once the cottage stood, the hawthorn grew,
Remembrance wakes with all her busy train,
Swells at my breast, and turns the past to pain."

(a) Specify the words not of English origin in this extract, distinguishing those of direct Latin origin from those derived thence indirectly through the French by the letters L. and LF. respectively.

(b) Analyze the passage from "Here" to "train."

(c) Explain the meaning of the following phrases: *parent of the blissful hour*; *confess the tyrant's power*; *swells at my breast*.

2. Quote the description of the village preacher, beginning with the line—

"Thus to receive the wretched was his pride."

3. Give a brief outline of Goldsmith's career, mentioning his chief poetical and dramatic works.

4. "Downward they move, a melancholy band,
Pass from the shore, and darken all the strand."

Explain the meaning of the last line.

II.—COWPER'S TASK, Book III.

1. "Me, therefore, studious of laborious ease,
Not slothful; happy to deceive the time,
Not waste it; and aware that human life
Is but a loan to be repaid with use,
When He shall call his debtors to account,
From whom are all our blessings; bus'ness finds
Ev'n here: while sedulous I seek to improve,
At least neglect not, or leave unemployed
The mind He gave me; driving it, though slack
Too oft, and much impeded in its work
By causes not to be divulg'd in vain,
To its just point—the service of mankind."

(a) Write out the whole passage in prose, so as to show that you fully appreciate its meaning.

(b) Parse: *Me, studious* (l. 361); *waste* (363); *to be repaid* (364); *sedulous* (367); *neglect* (368); *slack* (369).

(c) What is peculiar in the use of the words "studious" (l. 361), and "sedulous" (l. 367), in respect of either sense or construction, and what influence is traceable in this use?

(d) Explain the allusion in l. 365; also in the words "though slack—in vain" (369-71).

(e) One edition has a comma at the end of l. 369. Show how this would alter and destroy the sense.

(f) Derive *sedulous, divulge*.

2. Explain the italicised phrases in the following passages:

(i.) What chance that I . . .
Should speak to purpose, or with
better hope
Crack the satiric thong?

(ii.) . . . True pray'r
Has flow'd from lips *wet with Cas-
talian dew.*

(iii.) His warm but simple home, where he
enjoys
*With her who shares his pleasures and
his heart,*
Sweet converse, sipping calm the *fra-
grant lymph*
Which neatly she prepares.

(iv.) Yet *gnats* have had, and *frogs and mice*
long since,
Their eulogy; those sang the *Mantuan
bard,*
And these *the Grecian* in ennobling
strains,
And in thy numbers, Phillips, shines
for aye
The solitary *Skilling*.

(v.) *Crape and cock'd pistol* and the whistling
ball
Sent through the traveller's *temples*.

3. Account for the title of the poem.

4. Describe the condition of literature at the time of Cowper's appearance as a poet, and estimate the effect produced by his poetry.

III.—ADDISON'S SIR ROGER DE COVERLEY.

1. My worthy friend Sir Roger, when we are talking of the malice of parties, very frequently tells us an accident that happened to him when he was a school-boy, *which* was

at the time when the feuds ran high between the Roundheads and Cavaliers. This worthy knight, being then but a stripling, had occasion to inquire *which* was the way to St. Anne's Lane, upon *which* the person *whom* he spoke to, instead of answering his question, called him a young popish cur, and asked him who had made Anne a *saint*. The boy, being in some confusion, inquired of the next he met which was the way to Anne's Lane, but was called a prick-eared cur for his pains, and instead of *being shown the way*, was told that she had been a saint before he was born, and would be one after he was hanged.

(a) Parse the words italicised.

(b) *Roundheads; Cavaliers; prick-eared*. Explain the origin and meaning of these terms.

(c) Give some account of the state of political parties in Addison's time, and of the part he took in them.

2. Write explanatory notes on the words italicised in the following passages:

(i.) A *setting dog* that he has *made* himself.

(ii.) He *wishes* Sir Roger does not harbor a Jesuit.

(iii.) I suppose this letter will find thee *picking of daisies*, or *smelling to a lock of hay*.

(iv.) *Sir Andrew* is grown the cock of the club . . . and will make every mother's son of us *commonwealth's men*.

(v.) I was no sooner come into *Gray's Inn Walks* but I heard my friend.

3. Give some account of the clubs and coffee-houses of Addison's time, and show how the former differ from those of the present day.

4. Who were the *Mohocks* mentioned in the *Spectator*?

5. Sketch the character of Will Wimble.

ENGLISH GRAMMAR.

1. "And, truly, he who here
Hath run his bright career,
And serv'd men nobly, and acceptance found,
And borne to light and right his witness
high,
What can he better crave than then to
die,

And wait the issue, sleeping underground?

Why should we pray to range
Down the long age of truth that ripens
slow,
And break his heart with all the baffling
change
And all the tedious tossing to and fro?

For this and that way swings
The flux of mortal things,
Though moving in to one far-off goal.
—What had our Arthur gain'd, to stop
and see,
After light's term, a term of cecity,
A Church once large and then grown strait
in soul?"

—*Matthew Arnold, on the Death of Dean Stanley.*

(a) Analyze lines 11 to 16.

(b) Write the same lines in your own words, so as to show that you fully understand the passage.

(c) Parse *to die* (l. 5), *underground* (6), *break* (9), *this and that way* (11), *stop* (14).

(d) Explain the meaning, and give the etymology of *flux* (l. 12), *inly* (13), *cecity* (15), *strait* (16); also explain *light's term* (15).

2. Correct any errors in the following sentences, giving your reasons for each correction:—

(i.) "The time of Defoe was the age of Queen Anne, King William and his descendants."

(ii.) "Cowper had the power to knit the hong of satire, it sometimes seems, in quite equal strength to Pope. Take him all in all, we prefer him far before Pope."

(iii.) The myrtles and ivy of sweet two-and-twenty
Are worth all your laurels, though ever so plenty.

(iv.) The isles of Greece, the isles of Greece,
Where burning Sappho loved and sung,
Where grew the arts of war and peace,
Where Phœbus rose and Delos sprung.

(v.) No event is too extraordinary to be impossible.

(vi.) "'Twas in Trafalgar's bay
We saw the Frenchman lay."

(vii.) A butcher bought two cows from two men who offered them for sale. The butcher had immediately slaughtered one of the animals, and took both the hide and carcass to the city. On the same day the owner traced it to the butcher's possession.

(viii.) "An indissoluble tie had been

formed between them, and were it not for a return of his malady, their meditated marriage would, in all probability, have subsequently taken place."

(ix.) "When we consider what care she had taken of the poet, it is not unpardonable on her part to have shown some feelings of jealousy."

(x.) "The man was thought to be dead, but after pumping the water out of his stomach he began to show signs of returning consciousness."

(xi.) "A most interesting feature will be the submission of a pledge to support prohibition candidates. If the candidates refuse to recognize the prohibitionists, they are determined to place a third man in the field on that issue."

(xii.) "If not more than 30,000 settlers will go in this year, there are already in the country more than enough non-producers."

(xiii.) "You have no idea how that this place is changed. It is pretty near built over now."

(xiv.) "The ball and concert season have now commenced. The Prince is very popular, and he appears to be liked every place he goes."

(xv.) "This is the man whom I heard was ill."

"You was saying that neither I nor you are well."

3. Explain and give the origin of the phrases—*verb. sap.*; *infra dig.*; *bizarre*; *boycott*; *solecism*.

4. Spell, phonetically—*nonchalant*, *ennuis*, *bronchitis*, *penchant*, *éclat*, *déplôt*.

5. Distinguish between *counsel* and *council*; *practise* and *practice*; *perfume* and *perfume*; *compliment* and *complement*.

6. Accentuate—*illustrate*, *farrago*, *homœopathist*, *photographer*.

7. Give the rules for the use of shall and will, illustrating by examples.

8. Give the full etymology of the following words:—

beef, chain, farrago, admiral, praise, due, dish, priest, fishmonger, companion.

9. Give fifteen English derivations from *facio*.

10. Mention three of the commonest faults in composition, giving examples of each.

HISTORY.

1. Sketch the gradual extension of the Roman empire from the termination of the Second Punic War to the death of Julius Cæsar.

2. Give a brief outline of the Roman method of Provincial government.

3. State clearly what were the political abuses which the Gracchi attempted to reform, and in how far they were successful.

4. Relate briefly the history of the struggle of the barons with King John and his successor, and specify the principal provisions of Magna Charta.

5. Show why the loss of England's possessions in France was beneficial to the English people.

6. Sketch the policy of Wolsey and Thomas Cromwell, and the growth of despotic power under the Tudors.

7. Describe the condition of Canada during the administration of Champlain, and give a sketch of that Governor's voyages and explorations.

8. Give an account of the first founding (under French rule) of Quebec, Montreal, Kingston and Toronto, with dates, and names of founders.

9. What were the terms of the Union between Upper and Lower Canada in 1841, and on what were they based?

PAPER ON COWPER.

Answers by T. H. Redditt, B.A., St. Catharines, to Questions in April number of the CANADA EDUCATIONAL MONTHLY.

1. Licentiousness or infidelity of writers from Restoration up to Cowper's time had caused poetry to be rejected, or to be regarded as dangerous. The art, neatness, elegance, and measured cadence—in other words, the only merits, not indeed of Pope himself, but of his many imitators—had begun to pall. Cowper, almost unknown until his fame was carried far and wide by his poem, "John Gilpin," appealed then strongly to the favour of the *religious classes*,

especially to *readers who were strongly realistic, and naturally prosaic, and who did not consider the imaginative as a high or even necessary element of poetry*. Such readers are always gratified and flattered on finding in a writer descriptions and feelings given in words and similes which they are sure they themselves would have used had they been in the writer's place. For example, the description of the "squirrel," of the "woodman going to his work," of the "barn yard and its denizens," the lines "I was a stricken deer," etc., etc., etc. To these causes of popularity must be added the poet's moral purity and religious fervour: evinced in all his works, and especially in his hymns.

2. (a) Love of retirement, ll. 1-41, 675-689. (b) Love of home joys, ll. 41-58; 290-305. (c) Strong Christian feelings, ll. 108-121, etc. (d) Contempt and narrow-minded dislike of all knowledge that did not *at once* bear on human salvation, ll. 137-190. (e) Strong attractions of a rural life, *passim*. (f) Plain, hospitable, kind, l. 743 to end of book.

3. Cowper's poems are of the reflective-didactic-moralizing kind. It is doubtful if more than twenty lines can be found in the whole range of his works marked by *imagination*—that quality, pre-eminent in Shakespeare, and in a much lower degree in Milton, Byron, etc.

Of humour he had none, if we except a small vein, least narrow in John Gilpin, and hardly discernible elsewhere.

4. Ll. 21-26; 92-97; 164-169, etc., etc. The arrangement of the words, and the fact that the first word of each line is spelt with a capital letter, alone proclaim these passages to be poetry.

As examples of "trivial thoughts," etc. :—

(a) The stable yields a stercoraceous heap,
Impregnated with quick fermenting salts,
And potent to resist the freezing blast.

(b) Heat and cold, and wind and steam,
Moist and drought, mice, worms, and swarming flies
Minute as dust and numberless, oft work
Dire disappointment that admits no cure.

5. (a) Infirmities of mind and body. (b)

The loathing which a soul so chaste feels for aught impure must have produced a revulsion so great that it would naturally lead to an abhorrence of everything that had even the appearance of evil. It is not to be wondered at if this feeling gradually passed into narrow-mindedness and bigotry.

6. Without a knowledge of a writer's life and times, much of his works must remain unintelligible. Of course, the inmost heart of the writer can be learned only from his works, which will unfold his true thoughts and feelings in proportion to his unconsciousness of his own powers. The greater the genius, the more perfect is this unconsciousness. On the other hand, by him desirous of learning accurately the history of any particular period, an author's works will be used much in the same way as would the copy of a charter or Act of Parliament. With reference to Cowper, the blemishes mentioned in question 5 could certainly not be explained or rightly understood without accurate information as to the poet's unfortunate ailments and the society in which his lot was cast.

7. (a) Consult any work on "The Task."

(b) Of poetic element, there is none in (a), (b), (c), (e). In (d), the melody is perfect, and, as Coleridge has wisely remarked, such perfection of melody is the outcome only of perfection of thought.

(c) All these passages are highly suggestive. The reader who wishes for no mere tickling of his intellectual palate, must find in them matter for the deepest thought. Let him, for instance, consider the attitude of men of science of the present day to the dogmatic assertion contained in the second of these extracts; let him consider what measure of justice has been meted to the poet himself, judged by the answer which he has given to the questions propounded in the third. Finally, how true is the assertion contained in the last extract in regard to the present day? These, and many other weighty matters, must occur to him who reads "to weigh and consider."

PAPER ON GOLDSMITH.

Answers by T. H. Redditt, B.A., St. Catharines, to Questions in April number of the CANADA EDUCATIONAL MONTHLY.

1. In the melody of the verse; in the perfect ease with which the poet says exactly what he wishes to say, while still preserving rhythm and rhyme; in the beauty and truth of the descriptions; in the connecting of the various parts of the poem into one compact whole; lastly, in the genuine humanity and *bonhomie* of the writer.

2. The poem is written in rhyming Iambic pentameter couplets. The most frequent deviation from this scheme is the admission of a trochee in the first foot; e.g.,

(a) Sweet as the prim'rose peeps beneath
the thorn.

(b) Ming'ling the rav'aged landscape
with the skies'.

(c) Careful to see the man'tling bliss
go round'.

3. The poem is rhythmical almost throughout. "Halt and tattle" is too strong an expression even for such lines (and these are rare), as the following:—

(a) And, since 'tis hard to combat, learns
to fly.

(b) Contented toil, and hospitable care.

4. (a) Read carefully ll. 265-395, and it will at once appear that the poet confounds *one of the results of human industry, i.e., the abuse of riches, with industry itself.*

(b) The recollection of what the village and its inhabitants were, leads naturally to a lament on the transitoriness of human joys; for these were real joys, let the rich and proud deride and disdain as they will. The pleasures of the latter are then contrasted with those of the poor, and this contrast induces the poet to ask friends of truth and statesmen "to judge how wide the limits stand between a splendid and a happy land." So, in the whole poem, the transitions will be found graceful and natural.

5. For difference between a simile and a metaphor, see Text Book. As examples of simile, ll. 189-193, 287-303. As examples of metaphor, (a) Blazing suns that dart a downward ray; (b) What sorrows gloomed that parting day, etc.

6. Onomatopœia is the use of words of which the sound is similar to that made by the thing they describe : (a) The varnished clock that clicked behind the door. (b) The watch dog's voice that bayed the whispering wind. (c) The plashy spring.

7. Consult any biography of the poet.

8. Consult any annotated copy of poem.

CLASSICS.

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

UNIVERSITY OF TORONTO.

ANNUAL EXAMINATIONS, 1882.

Junior Matriculation.

LATIN GRAMMAR.

Examiner—Adam Johnston, B.A., LL.B.

1. Give the nouns of the third declension which have *i* instead of *e* in the ablative singular, and those of the fourth which have *ubus* instead of *ibus* in the dative and ablative plural.

2. Show that the five declensions may have been all derived from one or two.

3. Define *Heteroclitite* and *Heterogeneous* nouns, and give examples.

4. Write the genitive singular of *Dido*, *Apollo*, *lampas*, *praeses*, *heres*, *aries*, *pollis*, *lis*, *heros*, *arbos*, *facinus*, *onus*, *senectus*, *palus*, *pecus*, *anceps*, *forceps*, *calix*, *compos*; and mark the quantity of the penult where doubtful.

5. Write the principal parts of *seco*, *lavo*, *haereo*, *video*, *soleo*, *tondeo*, *rapio*, *quaero*, *trango*, *caedo*, *tango*, *operio*.

6. Give the different meanings, according to differences of quantity or otherwise, of *malis*, *es*, *fugit*, *ducis*, *dis*, *educo*, *reges*, *maris*.

7. Show the force of the affixes in *puella*, *aerarium*, *amicitia*, *agmen*, *opulentus*, *ferreus*, *civilis*; and give lists of affixes similar in meaning to each respectively.

8. Explain what is meant by *Frequentative*, *Inchoative*, and *Desiderative* verbs, and state how they are formed.

9. What verbs govern the genitive?

10. Translate, and parse the words printed in italics :

Vellem *Romae* esses, si forte non es.

Quod crebro *quis* videt, non miratur, etiam si cur *fiat* nescit.

Decrevit Senatus ut L. Opimius *videret*, nequid *respublica* *detrimenti* caperet.

Parvi sunt foris arma nisi est consilium *domi*.

11. Translate into Latin :

He says that those who are good are happy.

The tribune asked me my opinion first.

Cæsar, having delayed a few days in Asia, heard that Pompey had been seen at Cyprus.

Which of you, therefore, does not know how much these are valued at.

12. Give the rules for the quantity of *a*, *e* and *o* in the increments of declension, with the principal exceptions.

LATIN.—ARTS, FOR PASS; MEDICINE, FOR PASS AND HONORS.

Examiner—J. Fletcher, B.A.

I.

Translate :

Accessum est ad Britanniam omnibus navibus meridiano fere tempore : neque in eo loco hostis est visus, sed, ut postea Cæsar ex captivis comperit, quum magnæ manus eo convenissent, multitudine navium perterritæ (quæ cum annotinis privatisque, quas sui quisque commodi fecerat, amplius octingentis uno erant visæ tempore), a litore discesserant ac se in superiora loca abdiderant. Cæsar, exposito exercitu et loco castris idoneo capto, ubi ex captivis cognovit, quo in loco hostium copiæ consedisent, cohortibus decem ad mare relictis et equitibus trecentis, qui præsidio navibus essent, de tertia vigilia ad hostes contendit, eo minùs veritus navibus, quod in litore molli atque aperto deliquit ad ancoram relinquebat.

—Cæsar, *De Bello Gallico*, Book V.

1. Parse *comperit*, *discesserant*, *abdiderant*, *cognovit*, *relictis*, *veritus*, *aperto*.

2. Explain the syntax of *accessum*, *tempore*, *convenissent*, *commodi*, *octingentis*, *consedisent*, *præsidio*, *navibus*.

3. Describe after Cæsar the ancient British method of warfare.

II.

Translate :

Ergo illi alienum, quia poeta fuit, post mortem etiam expetunt, nos hunc vivum, qui et voluntate et legibus noster est, repudiamus? præsertim quum omne olim studium atque omne ingenium contulerit Archias ad populi Romani gloriam laudemque celebrandam? Nam et Cimbricas res adolescens attigit, et ipsi illi C. Mario, qui durior ad hæc studia videbatur, jucundus fuit. Neque enim quisquam est tam aversus a Musis, qui non mandari versibus æternum suorum laborum facile præconium patiat. Themistoclem illum, summum Athenis virum, dixisse aiunt, quum ex eo quæreretur, quod acroama aut cujus vocem libentissime audiret :—ejus, a quo sua virtus optime prædicaretur.

—Cicero, *Pro Archia*.

1. Parse *attigit, patiat, quæreretur, prædicaretur*.

2. Write short notes on *legibus, Cimbricas res, Themistoclem*.

3. Turn into *oratio recta* from *quod* to *prædicaretur*.

III.

Translate :

Sæpe fugam Danaï Trojâ cupiere relicta
Moliri, et longo fessi discedere bello.
Fecissentque utinam! Sæpe illos aspera
ponti
Interclusit hyems, et terruit Auster euntes.
Præcipue, quum jam hic trabibus contextus
acernis
Staret equus, toto sonuerunt æthere nimbi.
Suspensi Eurypyly scitatum oracula Phœbi
Mittimus; isque adytis hæc tristia dicta re-
portat :
Sanguine placâstis ventos et virgine cæsâ,
Quum primum Iliacas Danaï venistis ad oras :
Sanguine quaerendi reditûs, animâque litan-
dum
Argolicâ.

—Virgil, *Æneid*, Book II.

1. Parse *euntes, contextus, scitatum, litan-
dum*.

2. *Fecissentque, utinam*. Illustrate fully the syntax of *utinam*.

3. *Sanguine et virgine cæsâ*. What figure?

IV.

Translate :

Hectora nescio quem timeo : Paris Hectora dixit

Feirea sanguinea bella movere manu.
Hectora, quisquis is est, si sum tibi cara,
caveto :

Signatum memori pectore nomen habe,
Hunc ubi vitaris, alios vitare memento,
Et multos illic Hectoras esse puta :

Et facito ut dicas, quotiens pugnare parabis,
'Parcere me jussit Laodamia sibi.'

Si cadere Argolico fas est sub milite Trojam,
Te quoque non ullum vulnus habente cadat.

Pugnet et adversos tendat Menelaï in hostes ;
Ut rapiat Paridi, quam Paris ante sibi.

Irruat ; et causa quem vincit et armis.

Hostibus e mediis nupta petenda viro est.

—Ovid, *Heroides*.

1. Parse *caveto, vitaris, jussit, petenda*.

2. *Et armis*. Supply the ellipse.

3. Give some account of Ovid's life and character.

LATIN PROSE.—PASS AND HONORS.

Candidates for Honors are to take I. and II. ; other Candidates are to take I. only.

I.

There was a certain slave named Androcles, who was so ill-treated by his master that his life became unsupportable. Finding no remedy for what he suffered, he at length said to himself, "It is better to die than to continue to live in such hardships and misery as I am obliged to suffer. I am determined, therefore, to run away from my master. If I am taken again, I know that I shall be punished with a cruel death ; but it is better to die at once than to live in misery."

II.

"If I escape, I must betake myself to deserts and woods, inhabited only by wild beasts ; but they cannot use me more cruelly than I have been used by my fellow-creatures. Therefore I will rather trust myself with them than continue to be a miserable slave." Having formed this resolution, he took an opportunity of leaving his master's house, and hid himself in a thick forest, which was at some miles' distance from the city. But here the unhappy man found that he had only escaped from one kind of misery to experience another.

EDUCATION DEPARTMENT,
ONTARIO.

INTERMEDIATE, 1882.

LATIN.

I. CICERO—*Pro Archia.*

Translate :

Est ridiculum ad ea, quæ habemus, nihil dicere, quærere quæ habere non possumus, et de hominum memoria tacere, literarum memoriam flagitare ; et, quum habeas amplissimi viri religionem, integerrimi municipii jusjurandum fidemque, ea quæ depravari nullo modo possunt repudiare, tabulas quas idem dicis solere corrumpi desiderare. An domicilium Romæ non habuit is qui tot annis ante civitatem datam sedem omnium rerum ac fortunarum suarum Romæ collocavit ? An non est professus ? Immo vero iis tabulis professus, quæ solæ ex illa professione collegioque prætorum obtinent publicarum tabularum auctoritatem. Nam quum Appii tabulæ negligentius asservatæ dicerentur, Gabinii quamdiu incolumis fuit, levitas, post damnationem calamitas omnem tabularum fidem resignasset, Metellus, homo sanctissimus modestissimusque omnium, tanta diligentia fuit ut ad L. Lentulum et ad iudices venerit et unius nominis litura se commotum esse dixerit.

1. Parse *corrumpi*, *professus*, *venerit*, *commotum esse*.

2. Mark the quantity of the penult in *quærere*, *tacere*, *solere*, *prætorum*, *obtinent*, *incolumis*, *perfidus*, *infidus*.

3. Explain the allusion in each of the following phrases : *ea quæ habemus, quæ habere non possumus, amplissimi viri, integerrimi municipii*.

4. *Jusjurandum*. Give gen. and abl. sing.

5. *Idem*. Mark the quantity of the penult. Distinguish between *idem* and *idem*, and give the gen. sing. and pl.

6. *Dicis*. Who is here addressed ?

7. *Romæ*. Give rules for expressing "at" and "to" a place with names of towns, with examples.

8. *Tot annis*. What case, and why ? Give rules for the expression of time in Latin, with examples.

9. *Ante civitatem datam*. Translate into Latin : The king, when Alexander had taken Tyre, went away. The king set out after the capture of the city.

10. *Prætorum*. Define the duties and number of these magistrates.

11. *Reignasset*. State the precise meaning of this word.

12. Distinguish between *vēnit* and *vēnit*.

13. Give a brief outline of Cicero's life, giving the dates of his birth, consulship and death, and naming six of his principal orations, or sets of orations.

II. CÆSAR—*Bellum Britannicum*.

Translate :

Pugnatum est ab utrisque acriter : nostri tam en, quod neque ordines servare, neque firmiter insistere, neque signa subsequi poterant, atque alius alia ex navi, quibuscumque signis occurrerat, se aggregabat, magno opere perturbabantur. Hostes vero, notis omnibus vadis, ubi ex littore aliquos singulares ex navi egredientes conspexerant, incitatis equis impeditos adoriebantur ; plures paucos circumstebant ; alii ab latere aperto in universos tela conjiciebant. Quod cum animum advertisset Cæsar, scaphas longarum navium, item speculatoria navigia militibus compleri jussit, et, quos laborantes conspexerat, iis subsidia submittebat. Nostri, simul in arido constituerunt, vis omnibus, consecutis, in hostes impetum fecerunt, atque eos in fugam dederunt, neque longius prosequi poterunt, quod equites cursum tenere atque insulam capere non potuerant. Hoc unum ad pristinam fortunam Cæsari defuit.

1. Mark the quantity of the penult in the italicised words.

2. Parse *subsequi*, *occurrerat*, *notis*, *egredientes*, *adoriebantur*, *circumstebant*, *compleri*, *jussit*, *dederunt*, *defuit*.

3. *Pugnatum est*. When must the impersonal form of the passive be used ? Translate : "I am believed."

4. *Signis*. What case, and why ?

5. *Impeditos*. Parse.

6. *Quod cum animum advertisset*. Give the usual form. Parse *quod* and *animum*.

7. *Jussit... submittebat.* Account for the difference in tense, and show from this example the correct use of these tenses respectively.

III. VIRGIL, *Aeneid*, B. II.

Translate :

(a) *Suspensi, Eurypyllum scitantem oracula Phoebi*
Mittimus, isque adytis haec tristia dicta reportat :
 "Sanguine placastis ventos, et virgine caesa,
 Quum primum Iliacas, Danaï, venistis ad oras :
 Sanguine quaerendi reditus, animaque litandum
 litandum
 Argolica."

1. Scan the whole extract, marking the quantity of each syllable. When is *-us* final long, when short?

2. Parse *suspensi, mittimus, caesa quaerendi, litandum*.

3. *Scitantem.* Paraphrase so as to show the force of the participle.

4. *Oracula Phoebi.* What oracle is meant? Where was it situated?

5. *Virgine caesa.* Give the name of the virgin, and tell the two different stories of her fate current in Greek mythology.

(b) *Omnis spes Danaum et coepti fiducia belli*

Palladis auxilium semper stetit. Impius ex quo
Tydidēs sed enim, scelerumque inventor,
Ulixes,

Fatale aggressi sacro avellere templo
Palladium, caesis summae custodibus arcis,
Corripuere sacram effigiem, manibusque cruentis

Virgineas ausi divae contingere vittas ;
Ex illo fluere ac retro sublapsa referri
Spes Danaum, fractae vires, aversa deae mens.

Nec dubiis ea signa dedit Tritonia mon-
stris.

1. Parse *Danaum, coepti, auxilium, avellere, corripuere, contingere, sublapsa, fractae*.

2. Distinguish between *dedit* and *dedi*, *edo* and *edo*, *solum* and *solum*.

3. Write notes on *Tydidēs, Ulixes, Palladium, Tritonia*.

4. *Ulixes.* Give both forms of the gen.

5. *Fluere.* Define the use of this infin., and explain its government.

6. *Mirabile dictu.* Define the use of the supines in Latin.

7. Sketch in outline the course of events as narrated in the first 300 lines of this book. Who is the narrator, and to whom is the story told?

8. Write in full the passage descriptive of Laocoon's death, from line 213 (*Laocoonta petunt, etc.*) to 224 (*cervice securim*).

IV. GRAMMAR.

1. Give the gen. sing. of *rupes, hospes, nepos, corpus, opus, cuspis, imago, praeda, cor*.

2. Decline *domus* throughout, in both numbers.

3. Give instances of double genders and double plurals, two of each.

4. Give the meaning of the following nouns in sing. and pl. respectively: *aedes, auxilium, copia, castrum, fines, littera, impedimentum*.

5. When is the conjunction "that" to be rendered in Latin by the acc. with the infin., and when by *ut* with sub.? When is "that no one" to be translated by *ut nemo*, when by *ne quis*?

6. Give the rule for the proper sequence of the tenses of the subj. in dependent sentences.

7. When must the English infin. be rendered by *ut* with subj.?

V. COMPOSITION.

(a) Translate into Latin :

1. He answered that he understood.

2. He was the first who undertook to finish the business.

3. He warned Cæsar not to believe the Gauls.

4. It cannot be denied that we ought to have obeyed the laws of our country.

5. There is no doubt that no man may be neutral (*medius*).

6. It is of great importance to me that Lentulus should be informed of my designs.

(b) Translate the following sentences into Latin, rendering the dependent clauses by participial phrases :

1. We must spare our enemies, even though they should resist us.

2. I desire heaven, because its joys will last for ever.

3. Conon caused the walls, which had been pulled down by Lysander, to be repaired.

(c) Translate into Latin :

And since these things are so, Caius Manilius, in-the-first-place I praise both this law and intention (*voluntas*) and opinion of yours, and most emphatically (*vehementer*) approve of it : and next I exhort you, on the authority of the Roman people (*abl. abs.*), to persist in your opinion, and not to fear any one's violence or threats whatever. In-the-first-place I judge that there is in you sufficient courage and perseverance : in-the-next, when we see such a multitude present with such enthusiasm (*studium*), as we now see for-the-

second-time in [the matter of] appointing (*proficere*) the same man, what [reason] is there why we should hesitate, either concerning the matter [in hand], or the possibility (*facultas*) of bringing-it-about (*perficere*) ?

NOTE.—Words in [] are to be omitted in translating ; hyphens indicate that the words connected by them are to be translated by a single Latin word.

NOTE BY THE EDITOR.—The aggregate time allowed by the University authorities for the three separate papers as above was *eight* hours ; by the Education Department for the Intermediate Latin paper three hours ; and yet the Intermediate paper is longer and more difficult than the three University papers taken together ! Compare also the Latin Intermediate with the French and German Intermediate papers.

“Hectora nescio quem timeo . . .
Et multos illic Hectoras esse puto.”

THE PROVINCIAL TEACHERS' ASSOCIATION.

Place of Meeting—Education Office Buildings, Toronto.

PROGRAMME OF PROCEEDINGS :

Tuesday, 8th August.

10.45 a.m.—The Treasurer's Report and General Business.

2 p.m.—Reports of Committees.

3.30 p.m.—“School Hours and Vacations.”—Mr. F. S. Spencer.

8 p.m.—President's Address.—Archibald MacMurphy, M.A., Rector Collegiate Institute, Toronto.

Wednesday, 9th.

2 p.m.—“How to make Teachers' Associations more useful.”—G. W. Ross, M.P.

4 p.m.—“Drill in Music.”—Mrs. G. H. Riches.

8 p.m.—An Address by J. A. McCabe, LL.D., Principal Normal School, Ottawa. Subject, “The Schoolmaster Abroad.”

Thursday, 10th.

2 p.m.—Election of Officers.

2.30 p.m.—“Inductive and Deductive Methods in Education.”—Prof. M. MacVicar, Ph.D., LL.D.

4.30 p.m.—“Text Books in Public Schools.”—Mr. J. B. Somers.

8 p.m.—“Temperance in Public Schools.”—Mr. W. H. Howland.

Public School Section.

“Christmas and Midsummer Shows (Examinations).”—Mr. R. Lewis.

“Granting of higher Certificates to thoroughly successful Teachers of long standing in the Profession.”—Mr. S. McAllister.

Revision of Programme. Text Books. High School Entrance Examination.

High School Section.

“Training of High School Teachers.”—C. Fessenden, B.A.

“Relation of High Schools to the University.”—J. Millar, M.A.

“Proposed Modifications of the Intermediate.”—G. H. Robinson, M.A.

“High School Programme of Studies.”—H. J. Strang, B.A.

“Legislative Aid to Secondary Education.”—A. P. Knight, M.A.

Public School Inspectors' Section.

“How to make Teachers' Associations more useful.”

“Uniform Promotion Examinations.”

“Public School Inspection.”

“How to obtain the best results from County Model Schools.”

“Public School Programme.”

ARCHIBALD MACMURPHY, *President.*

ROBERT W. DOAN, *Secretary*

SCHOOL WORK.

SAMUEL McALLISTER, TORONTO, EDITOR.

EDUCATION DEPARTMENT,
ONTARIO.

JUNE EXAMINATION, 1882.

Admission to High Schools.

FOURTH BOOK AND SPELLING.

1. At length the hour of his return came ; he arrived in Germany at the time when Varus was draining it of its resources, and heavily oppressing the people. Hermann concealed his intentions, and sought the favour and friendship of Varus, in which he was perfectly successful. Doubtless he considered it quite fair to meet force with cunning, and to oppose dissimulation with tyranny. Varus, at that time, did exactly the same thing as Napoleon has done in our day. He pressed German troops into his army, and endeavoured to subdue one German people by another. Hermann, with other princes, entered his service without hesitation ; and the former exhibited such an appearance of genuine zeal that he won the confidence of Varus, was made a Roman citizen, and had the dignity of a Roman knight conferred upon him. In secret he was preparing for the destruction of the enemies of his country.

—*Hermann, the Deliverer of Germany.*

- (a) "The hour of his return." Explain.
 (b) What were "his intentions?"
 (c) Explain the expressions "to meet force with cunning," "to oppose dissimulation to tyranny."
 (d) "He was made a Roman citizen." Explain.
 (e) Who were "the enemies of his country?"
 (f) State briefly the results of Hermann's efforts.

2. Tell what you know of the burning of

Moscow, the causes which led to it, and the results which flowed from it.

3. Alone, the fire, when frost winds sear
 The heavy herbage of the ground,
 Gathers his annual harvest here,
 With roaring like the battle sound,
 And trains of smoke that heavenward
 tower,
 And streaming flames that sweep the
 plain,
 Fierce, as if kindled to devour
 Earth, to the well-springs of the main.
 —*The Western Hunter. W. C. Bryant.*

- (a) To what does *alone* refer?
 (b) Explain the meaning of
 "When frost winds sear
 The heavy herbage of the ground."
 (c) "His annual harvest." Whose? Harvest of what?
 (d) "Here." Where?
 (e) To what does *fierce* refer?
 (f) What is meant by "well-springs of the main?"
 (g) Give the meaning of this stanza, as far as you can, in your own words.
 (h) Tell what you know about the author of this passage.

4. Distinguish between—*sear, sear, and cere; plain and plane; main and mane; seen, scene and seine.*

5. Distinguish between
 Tower the noun and Tower the verb.
 Springs " " Springs "
 Winds " " Winds "
 Frost " " Frost "

DICTATION.

NOTE.—The Presiding Examiner is directed to read divisions A and B three times; the first time in such a way that the candidates may collect the sense; the second, slowly, that they may write down the words; the third, for review. Division C is to be read thrice—once for the second, and once for the third of the above-mentioned purposes.

(Two marks to be deducted for every misspelled word.)

(a) The appearance of the forest did not quite fulfil my preconceived notions, as I had expected thick and high trunks of trees ; but I believe the power of vegetation is too strong for this ; the large trees are choked and rotted by the mass of smaller ones, of creepers and parasites, that spring up around them.

(b) The sun went down, nor ceased the carnage there,
 Tumultuous murder shook the midnight air ;
 On Prague's proud arch the fires of ruin glow,
 His blood-dyed waters murmuring far below !
 The storm prevails—the rampart yields away—
 Bursts the wild cry of horror and dismay !
 Hark ! as the smouldering piles with thunder fall,
 A thousand shrieks for hopeless mercy call !

(c) Precipice,	Trophies,
Buttress,	Sanguinary,
Seized,	Miscellaneous,
Seditious,	Allegiance,
Consummate,	Volunteering,
Prodigious,	Scurrilous.

ENGLISH GRAMMAR.

1. What are the two principal parts of a sentence? Give examples of the different kinds of sentences.

2. Enumerate, with examples, the different ways in which the Predicate may be enlarged.

3. Define a Transitive Verb. Exemplify the active and the passive construction of Transitive Verbs.

4. Write down the past tense and the past participle of the following verbs :—Think, teach, sling, spring, rive, saw, mow, lade, burst.

5. Inflect *may* and *can* in the past tense. Give the exact meaning of each.

6. How do nouns ending in *f* or *fe*, preceded by a long vowel, usually form the plural? Give some exceptions. Write down the plurals of—church, child, dwarf, hoof, stuff, brief, grotto, cargo, leaf, ally.

7. Analyze the first of the following sentences, and parse the words in italics :—

(1) The troubles of mankind are often aggravated by imaginary evils.

(2) *He that fights and runs away,
 Lives to fight another day.*

(3) *At the end of the long dark valley he passes the dens in which the old giants dwell, amidst the bones of those whom they had slain.*

8. Correct any mistakes in the following sentences, and give reasons for your corrections :—

(1) I will ask my teacher if I can leave at 3 o'clock.

(2) Every boy in the class must do their own question.

(3) The best scholar whom I have yet examined has only made fifty per cent.

(4) Some day this earth will be old, and requires the purifying power of fire.

(5) My trusty counsellor and friend has warned me to have no dealings with such a man.

ENGLISH HISTORY.

1. What races made settlements in England before the year 1200? Tell what you know about the Heptarchy.

2. Give a brief account of the Norman Conquest.

3. Mention, giving dates when you can, any important events in the reign of Elizabeth.

4. Give a short account of the reign of Charles the First.

5. Tell what you know about the following persons :—Wolsey, Cranmer, Sir Walter Raleigh, Hampden.

6. What was the Declaration of Rights? Give its principal conditions.

EXERCISES IN ENGLISH GRAMMAR.*

I. *Nouns—Classification.*—Say about each of the nouns in this exercise whether it is proper, common, or abstract :—

A little learning is a dangerous thing.
 People should always speak the truth.

* From "Exercises in English Grammar and Composition," by David Salmon. London: Moffat & Faigie, 1882.

"John Gilpin was a citizen
Of credit and renown."—*Cowper*.

II. *Number*.—Say what is the number of each noun in the exercise :—

The book contains forty-eight leaves or ninety-six pages.

Foxes have holes, and the birds of the air have nests.

There are thirty days in the month of September.

III. *Collective Nouns*.—Pick out the collective nouns in the following sentences :—

The School Board met to-day.

A committee was appointed to consider the subject.

The king had issued writs for a new Parliament.

IV. *Gender*.—Say what is the gender of each noun in the following :—

The pupils loved their teacher.

How many scholars are there in the school ?

"As the husband is, the wife is : thou art mated with a clown,

And the grossness of his nature will have weight to drag thee down."—*Tennyson*.

V. *Nominative Case*.—Say what nouns in the following are in the nominative case, and why they are so :—

All bloodless lay the untrodden snow.

By that sin fell the angels.

Jack went home. The teacher praised him.

VI. *Objective Case governed by Verbs ; Nominative Case*.—(a) Supply subjects and objects to the following verbs :—

Bought, break, was breaking, is calling.

(b) Give the case of each noun in this exercise :—

The sun pierced the clouds. The boy had never seen the sea.

VII. *Objective Case governed by Prepositions*.—Pick out the prepositions in the following, and say what nouns they govern :—

The tree was struck by lightning.

The garden is behind the house.

The children stayed at Cobourg during the holidays.

VIII. *Possessive Case*.—Turn the following phrases into the possessive form :—

The shade of the yew-trees.

The curse of the service.

The gloss of your new fortunes.

IX. *Nominative of Address*.—Pick out the nominatives of address :—

O mischief, thou art swift to enter in the thoughts of desperate men.

My liege, my father served your father all his life.

X. *Nominative Absolute*.—Pick out the nouns in the nominative absolute.

The sea being smooth, Tom was allowed to go for a sail.

The room being dark, Tom could not read.

The soldier charged, sword in hand.

XI.—*Prepositions Understood (Indirect Object)*.—Pick out the nouns governed in the objective by prepositions understood :—

The teacher taught the pupils geography.

The master paid his servants good wages.

His kindness brought the man many friends.

XII.—*Objective of Time, Space, Measurement*.—Pick out the nouns of time, etc., which are in the objective without a preposition.

The boys walked ten miles.

The man was in such a hurry that he could not stop a minute.

The field measures ten acres.

XIII. *Personal Pronouns*.—Pick out and parse fully the personal pronouns in the following :—

She lent me an umbrella because I had forgotten mine.

The footsteps visible in the sands are theirs.

Give it to him, and if he be not there give it to her.

XIV. *Relative Pronouns*.—Pick out and parse fully all the relative pronouns in the following :—

The girls whom we heard were singing.

The house that has fallen was badly built.

The girls who holidays are over returned to school.

"He jests at scars that never felt a wound."—*Shakespeare*.

XV. *Relative Omitted*.—Say where relative pronouns are understood in the following :—

Have you brought the thing I sent you for ?

He did not get the punishment he deserved.

Do you really believe the story you were told ?

" Few and short were the prayers we said."—*Wolfe*.

" That mercy I to others show,
That mercy show to me."—*Pope*.

XVI. *Demonstrative Pronouns*.—Point out and parse fully the demonstratives :—

These are the roads ; this leads to Hamilton, and that to Kingston.

Those are the boys I mean. Who gave you that knife ?

That man is a friend of mine.

XVII. *Indefinite and other Pronouns*.—

Few shall part where many meet.

Each to other hath strongly sworn.

Some of the books I bought, others I was given, and several are only borrowed.

" Then none was for a party,
And all were for the State."—*Macaulay*.

XVIII. *Miscellaneous Exercises on Pronouns*.—Parse fully all the pronouns in the following :—

" And all that beauty, all that wealth e'er gave,

Await alike th' inevitable hour."—*Gray*.

" I dare do all that may become a man ;
Who dares do more is none."—*Shakespeare*.

XIX. *Verbs—Passive Voice*.—(a) Pick out the passive verbs in the following :—

The child was trodden upon by a horse.

The meeting will be held to-morrow.

" Endymion " was written by Keats.

(b) Make by means of active verbs the assertions in a.

(c) Make by means of passive verbs the assertions in the following :—

The mowers are cutting the hay.

The cat scratched the little girl.

The teacher praises the good pupils.

" His corse to the rampart we hurried."

XX. *Miscellaneous Exercises on the Voices*.—Say what is the voice of each verb in the following :—

Thou hast done well, and I will remember thee.

Hope ushers in a revolution, as earthquakes are preceded by bright weather.—*Carlyle*.

" Hounds are in their couples yelling,
Hawks are whistling, horns are knelling."—*Scott*.

XXI. *Mood*.—Tell the mood of each verb in the following :—

He will start to-morrow. She promised to return.

If it were so, it were a grievous fault.

Oh, that it were with me as in the days that are past !

XXII. *Tense*.—Say what is the tense of each verb in the following :

Cromwell won many victories.

That boy had read " Robinson Crusoe."

The mowers will have finished by sunset.

XXIII. *Participles with and without Auxiliaries*.—Pick out the participles in the following, and say whether they are preceded by auxiliaries :—

The children, delighted with their holiday, returned.

Her dress, mended only yesterday, is again torn.

The window which was broken by a stone has been mended.

" With upraised eyes, as one inspired,
Pale Melancholy sat retired."—*Collins*.

(To be continued.)

EDUCATIONAL CHANGES.

THE following is a summary of the alterations recommended by the Minister of Education for adoption at the end of the summer vacation in the Public Schools :

PROGRAMME OF STUDIES.

The separation of the first four classes, as part one, from the 5th and 6th classes, distinguishes the elementary from the secondary subjects. The respective proportion of pupils in the 5th and 6th classes is only 3 per cent., and 3-10ths of 1 per cent. The course in part one can thus be more readily made similar in the Public Schools generally, as well as in the Provincial and County Model Schools. The obligatory subjects are confined to such as are essential in elementary education. It is also now placed within the power of trustees to afford elementary instruction in elementary physics and principles of agriculture, and proper text-books are authorized therefor. Suggestions for the guidance of trustees and teachers will be prepared by the Central Committee of Examiners in explanation of the subjects in the course, as well as to the methods of teaching them. The subjects and course are to be taken as obligatory only upon trustees, so far as the circumstances of the particular school in their judgment will allow.

CONTEMPORARY LITERATURE.

VIRGIL'S *ÆNEID* (Book V., 1-361); edited, with Introductory Notices, Notes, and Complete Vocabulary for the use of Intermediate and University Classes, by John Henderson, M.A., Collegiate Institute, St. Catharines. Toronto: Copp, Clark & Co., 1882.

WE are glad to have an addition to our school literature, and another contribution from Mr. Henderson's pen. Mr. Henderson's labours in Classics would be welcome to the profession at any time; but so long as our University authorities pursue their policy of prescribing fragments of books and scraps of authors from year to year, and so long as masters and pupils, owing to the pressure of the Intermediate and other examinations, have little time to go to original sources, Mr. Henderson's industry will be doubly acceptable. He has made good use of his opportunities, and produced a work which will add to his reputation as a scholar and a teacher.

The Fifth Book of the *Æneid* is unbroken ground to most of our High Schools, and contains much matter which, although not unfamiliar in spirit and expression to readers of the sporting columns of a modern newspaper, is yet so far removed from the *Deductus* and the Reader as to require special effort upon the part of the teacher and the commentator. Mr. Henderson is justified in making use of all appliances to break this stubborn glebe. In our opinion, Virgil, in any of his works, is too difficult for early reading.

We may now take a hasty run through the volume, bearing in mind the aims of the author. The *Life* is a judicious compilation, and is well arranged, with marginal references and foot notes explanatory of the more difficult terms and phrases. This last is a happy thought. If the matter of our school books is to be so complete as to obviate the neces-

sity of the pupil's consulting a dictionary or other work of reference from year's end to year's end, the supply of ready-made knowledge must be copious indeed. In this respect Mr. Henderson is fully abreast of his contemporaries—no slight matter where the rivalry to supply patent extracts and concentrated essences of knowledge is so keen as to bewilder the purchaser. But this is of small account. The modern school-boy must be cradled and rocked and dandled into a scholar, and be fed with pedagogic pap until his University beard be grown.

The dissertation on Idyllic poetry, the *Eclogues* and *Georgics*, although irrelevant to the subject-matter of the *Æneid*, will be found useful in preparing the other Latin selections for the Matriculation Examination. In any case, it may stand to complete the review of Virgil's Works. The examiner in Classics and Literature now-a-days is given to setting questions *off* the work in hand, and in this way, too, the dissertation may be useful.

The Tables of Roman Epic Poets and the Chronology of Virgil's Time are excellent features, and will be found most helpful. The General Questions on Virgil—eighteen in number—are not the less useful for being old and well worn. It would not have been amiss to have added special questions on Book V.

Mr. Henderson has not taken us into his confidence as to the sources of his texts, notes, and vocabulary. As to the text, it is certainly not that of the purists in Virgilian orthography, such as Conington and Kennedy. We have examined some scores of lines in White's edition and find the texts identical, save for the omission in the present work of the doubtful finals usefully marked in White's texts. White's is no doubt a good common text, but of very little use to those

who are ambitious of a sound Latin orthography. And yet it is difficult to say how far the editors of texts for Ontario schools would be warranted in going.

The Notes are full, useful, and generally to the point. Occasionally there appears to be irrelevant matter and a show of learning, perhaps not so much for the pupil's benefit as for the Master's notice. The quoting of untranslated parallel passages from difficult Latin and Greek authors is of doubtful value to the ordinary Intermediate or University candidate, who is sure to look upon a *dissectum membrum* as a chimera to be avoided. The etymological notes, the references to the grammars, and the synonymes, which have the great merit of being ready to hand where most needed, are all well done, and merit special praise. They are of more than incidental value.

If the limits of the volume had permitted, we would like to have seen more translation. There are now to be had, although not generally accessible, excellent translations of some of the Classic authors—quite different from the "pony" of our college days. The young student should see occasionally a good model, and the best specimens of translation to be found should be introduced judiciously into our notes. Away with the "crib," but give us a model.

The Notes are followed by an Index of Proper Names, well arranged for cramming purposes. The Vocabulary is, we think, merely White abridged, the enumeration of primary and derived meanings and the difficult inflexions found in the text being omitted.

A word of praise remains for the printer and binder. Messrs. Copp, Clark & Co.'s school books are always well got up, and have a good honest look about them, which alone would recommend them to notice.

THE ELEMENTS OF STRUCTURAL BOTANY; with Special Reference to the Study of Canadian Plants. To which is added a selection of Examination Papers. By John Macoun, M.A., F.L.S., Professor of Botany in Albert University, and H. B. Spotton, M.A., Head Master of Barrie High School. Illustrated by the authors. Toronto: W. J. Gage & Co., 1879.

THIS little work is a perfect model of what an elementary text-book in natural science

should be. The plan adopted is thus described by the authors: "To put into the learner's hands some common plants, and to lead him, by his own examination of these, to a knowledge of their various organs—to cultivate, in short, not merely his memory, but also, and chiefly, his powers of observation." This is the true method which was practised so successfully by the late Prof. Henslow, and it is the only one by which a real knowledge of a science like botany can be acquired. Pursued in this way, the study becomes as pleasant and interesting as when taught by the reverse method it is disagreeable.

In carrying out this method a well-known wild-flower is selected as a specimen, and, as it were, taken to pieces before the eyes of the student, the various parts, and their uses, being briefly but clearly described. In this way, in the first nine chapters, plants representing typical orders belonging to the exogens or dicotyledons are gone through with. The tenth and eleventh chapters are in like manner devoted to a description of some typical specimens of the endogens or monocotyledons. In chapters twelve and thirteen the morphology of the various organs of plants is described with greater fulness, and the process of germination is briefly sketched. In chapter fourteen (wrongly numbered fifteen) the histology, or minute structure of plants is described in the same practical way; and in the last chapter (the fifteenth, but wrongly numbered the sixteenth) a brief account is given of the classification of plants according to the natural system. A supplementary chapter gives instructions as to the formation of a herbarium; and a copious index and glossary, and a selection from the examination papers of the University of Toronto, add still further to the usefulness of the work. The illustrations, which, with the exception of two or three, have been taken from living specimens, are not the least valuable feature, being beautifully drawn and printed.

The omission of any account of the cryptogams is a mistake, because the work is thereby, to that extent, rendered incomplete

as a text-book. In a new edition three brief chapters might be added, devoted respectively to the Acrogens, Anophytes, and Thalophytes. Even with this addition the book would be by no means too large for junior students. Taken altogether, however, the work is an admirable one—equal, if not superior, to any elementary treatise on botany with which we are acquainted. If all Messrs. Gage's publications were of the same high character, the task of reviewing them would be as pleasant as it is but too often the reverse.

The authors, we are glad to learn from the preface, are engaged in the preparation of a *Flora*, specially adapted for the use of Canadian students. There has long been a crying want for such a work, and it will be a boon to all practical botanists in Canada.¹

REPORT OF THE MINISTER OF EDUCATION OF ONTARIO FOR THE YEARS 1880 AND 1881. Printed by order of the Legislative Assembly, by C. Blackett Robinson, Toronto.

THIRD NOTICE.—THE PROVINCIAL MODEL SCHOOLS.

WE have had the pleasure of directing the attention of our readers to several new and improved features in this Report; but perhaps the most important is that which we now propose to examine—a statement of the "Methods of Teaching employed in the Provincial Model Schools." There are many teachers throughout the country who have not had, and may not have, a chance of observing the working of these schools. They are nevertheless most anxious to profit by the best examples they can find. It is this anxiety which prompts them to attend the meetings of the local associations, and to gather useful hints which they can apply profitably in their school-rooms. The same feeling impels them, as members of these associations, to invite, even at some expense, men experienced in their profession to lecture to them on topics of practical education. If there were any further evidence needed of the existence of this widespread desire for professional knowledge, the success of the EDUCATIONAL MONTHLY affords it.

There are four divisions in each of these Model Schools, the lowest being the fourth, and the highest the first. In teaching Reading, the "look and say" method seems to be the one employed in the Toronto institution; but in neither Toronto nor Ottawa do we find that the phonic system has obtained a footing. In the Toronto Model School we are told that "Reading is mainly taught by imitation. The teacher reads, and requires the pupils to read after him simultaneously and individually." This method, which is used even in the highest division, is a very good one provided all the scholars could be made to sink their individuality and become mere automata, and provided also that the teacher shall be an accomplished elocutionist. But as the latter is by no means the case, and as the perversity of human nature in producing individuality of character is against the former, we are disposed to think that a preparatory discussion of the subject-matter of a reading lesson, such as is practised in the Ottawa Model School, is the best way to secure intelligent reading; and if the reading be intelligent, it will be accompanied by proper emphasis, for the child can then read as if the sentiments were his own.

Spelling in both institutions is taught orally and by dictation; but dictation is more a test of good spelling than a means of teaching it. No method of mastering the difficulties of our orthography is complete that does not recognize transcription. Not only should this be frequent, but all long words should be written in syllables, that the scholar may thus become familiarized with the sequence of the letters, and at the same time be assisted in their correct pronunciation.

Arithmetic, as we should expect, is taught well. In the Toronto institution "New rules are taught from easy mental examples, and from these the pupils deduce the rules, form the definitions," etc. There is just one fault in this admirable plan, and possibly it is merely a fault in the description of it—the definitions should precede the rules.

We can find no explanation of the method

of teaching writing in Toronto; but in Ottawa we are told writing is taught "from headlines, oral instruction, and blackboard." Now, this is very meagre information, and until we know what teaching is done on the blackboard, we can see no difference between the teaching of writing in the Model School and that in any ungraded school in one of our back townships.

The method of teaching grammar in the Toronto Model School is somewhat similar to the plan pursued in arithmetic. Further, we are told, "The different parts of this subject are discussed in the following order:—1st, the sentence and its definition; 2nd, the parts of the sentence; 3rd, the parts of speech; 4th, the inflections," etc.

Oral composition is taught in both institutions; in the Toronto one by requiring answers to be given in complete sentences and by correcting mistakes. In written composition scholars are supplied with elliptical sentences to be filled in; are required to write a summary of a previous reading lesson, we presume with the heads of the lesson first arranged by themselves, or supplied to them by the teacher; to write sentences of a certain kind; to introduce grammatical equivalents, to paraphrase, to write original compositions, etc.

In teaching geography, "thoroughness and exactness are secured by frequent drill. No lessons are assigned to be prepared in books until the part assigned has been carefully taught [explained (?)] in the class." Definitions are taught by means of object lessons and pictorial illustrations; mathematical geography by means of globes and diagrams; and physical geography by conversational lessons.

In the Toronto Model School, history is taught in conversational lessons, *without text-books*.

We have now laid before our readers the points most worthy of notice in the methods of teaching the most important subjects in our Provincial Model Schools. It remains for us to make a few general remarks. It is noteworthy that the Ottawa Model School, so far as we can gather from its meagre

details, appears to be conducted in many respects upon a different plan from that adopted in the Toronto institution. One important point of divergence is in the use of text-books. Mr. Crooks, in that portion of his Report devoted to "Suggestions and Recommendations," which by the way is not the least valuable part of it, says with apparent complacency in speaking of these schools: "For the three lower classes we find here no lessons at home, and a satisfactory condition of each school, without any corporal punishment whatever," p. 242. Now, evidently he was thinking of the Model School adjoining his own offices when he wrote this, for in the Ottawa Model School Report we read, on page 86, that the subjects prepared after school hours are: reading, spelling, English grammar, geography and history; and that they are prescribed to be prepared by the First, Second, and Third Divisions. This statement is quite explicit, but if there were any doubt, it is at once removed by a foot-note, which says:—"Ages of pupils who prepare lessons after school hours vary from ten to seventeen years." Now, here is a very important difference in two schools that are intended to supply models of good teaching to the country; and we have the anomaly of two sets of teachers being periodically sent forth who have been taught in these institutions to practise quite opposite methods of work.

This is not all the evil. Other teachers, knowing of this difference, will be inclined to discard the example that each sets, and to do that which is right in their own eyes; and who can blame them? Certainly not the Minister of Education. While we disapprove strongly of a slavish use of text-books, we are far from thinking that they should be thrown aside. There are some subjects in our Public School course which cannot be taught without them—History, for example. To teach children history by conversational lessons, is like trying to allay their hunger with the odours from a pastry-cook's shop. Besides, in the absence of a text-book, what guarantee have we that the attention of pupils will be directed to the

right topics? We are safe in saying that the majority of our teachers are not well enough acquainted with history to know, in teaching it, what to leave out, and to what they should give the greatest prominence. Some years ago, the Education Department undertook to publish suggestions as to the best way of teaching the various subjects, history amongst the rest. The suggestions were so absurd, and incorrect as to fact, that they brought ridicule upon the whole document. Now, if a member of the Central Committee is liable to err upon this point, how much more likely is it that a teacher, who has multifarious duties to occupy his time and attention, should go wrong. Further, if Mr. Crooks thinks it is best for the lower classes to do without home lessons, how are they to learn habits of silent reading and study? This is an important question; for we maintain, if our schools do not give our boys and girls these habits, they fail in a very essential point. What guarantee can we have that they will acquire any habit of reading after they leave school, if they have not been properly taught it during their school life? Mr. Crooks mentions this absence of home lessons approvingly, doubtless as an indication of the attention paid to the bodily health of the children. But we have yet to learn of any injury a child's health will suffer by having to do enough school work at home to keep up the habit of mental application.

The means of enforcing discipline in these schools, in the absence of corporal punishment, are of the usual kind—private reprimand for misconduct, public rebuke, demerit marks, deprivation of privileges in the play ground, etc., suspension, expulsion, or rather that mild form of it adopted by Dr. Arnold,—a request to the parent to withdraw the culprit from the school. These are all very good for a Model School, and are deserving of imitation; but there are certain others of which we cannot speak so favourably, such as sitting drill, detention after school hours, loss of recess. Now, we feel sure that corporal punishment is more likely to produce self-control in scholars than the punishments,

and it is much to be preferred for the sake of their bodily health. Besides, it is positively harmful to keep a child sitting idle for a certain time by himself, in a place where he is expected to be always busy. In the Ottawa Model School they have adopted the unique plan of "offering rewards for careful obedience to all rules." How do the authorities expect to turn out law-abiding men and women, if they think it necessary to offer bribes to the scholars to obey the school laws? If these commend themselves to the children's sense of right, they should be enforced without any reward; if they do not, they should be withdrawn. It is an utterly demoralizing plan to ignore the child's sense of right and wrong in offering rewards for the keeping of school rules; and we would recommend its speedy abandonment.

In concluding our critical examination of Mr. Crooks' Report, we must again express our approval of the new features it presents, and our recognition of the Minister's desire to make it not only a record of the state of our educational system, but a material aid to those engaged in the daily work of education. We trust that in the next Report of the Minister we shall have less to condemn and more to commend.

AN ELEMENTARY LATIN GRAMMAR (192 pages) and A FIRST LATIN EXERCISE BOOK, by John Barrow Allen, M.A., Head Master of the Perse Grammar School, Cambridge, and late Scholar of New College. Oxford: The Clarendon Press; Toronto: Willing & Williamson.

It may perhaps be sufficient to give as above the title-pages of these admirable little books in order to attract the attention of our readers. The imprimatur of the Syndicate of the Clarendon Press is a passport to the interest of the learned, and a guarantee of the literary merit and typographical excellence of the work. Our object is not to review these books at length, but to urge those of our readers engaged in teaching Classics to make their acquaintance, and to endeavour to bring them into general use. More than this we need not say, except that rapidly-sold editions of them in England, and scores of testimonials from competent authorities, emphasize our favourable opinion of them. We may add that they are admirably suited for the "Intermediate," and would form a capital introduction to continuous Latin prose.

EDITORIAL NOTES.

OUR EDUCATIONAL EXECUTIVE.

OUR contemporary, the *School Journal*, in its *bi-monthly* summer issue—a fashion set by ourselves, by-the-way, but which it credits, as a matter of course, to others—publishes an abstract, in extraordinary English, of “Proposed Changes in the Departmental Regulations” affecting Public and High Schools, for which it *thanks* the Minister of Education. As the Minister, with that distinguishing courtesy which characterizes his Department, has given *us* nothing to be thankful for, we are at a loss to know how far the *School Journal* bulletin is to be considered an official document, in official English, and emanating from an official mind. It is true, the document is labelled a “*Summary of improvements* intended to be effected in important subjects of our Provincial system of Public and High Schools;” but we are not told, nor can we readily divine, whether this is the euphemistic judgment of our contemporary, or an affectation of the Minister, with the view of commending his new regulations in school administration to the minds of his colleagues in the Cabinet, to whom, it would seem, they have not been submitted, though they unaccountably make their first appearance in the trade-organ of Messrs. Gage & Co. As the School Act, however, is like one of those lumps of putty which the fingers of a nervous boy love to fiddle with, and idly to fashion into all sorts of monstrosities, we have concluded that Mr. Crooks has, during recess, been again in the glazing-shop, and has run down to show his admiring friends on Wellington Street a cast of the new formations on the surface of the plastic mass he has had under his hands. When the cast has been submitted to the pondering gaze of the Government, and has received the last touches of the

shrived ruler of the educational kingdom, the carven block is itself to be exhibited, and the trumpets are to summon forth the profession many times a day to worship it.

But to drop our figure, it may be worth while to inquire how Mr. Crooks comes at this time of the year—when the House is not in session—to propose to put into operation such extensive and radical changes in our school system. Mr. Crooks, it is well known, has no command of the resources of a great public man, and he is so anomalously compounded of capriciousness and political partisanship that it is not unreasonable to look, if not with disfavour, at least with apprehension, upon any organic changes in the Departmental Regulations he may wish to originate. Unfortunately, moreover, his knowledge of the working of our school system, and the necessity that now and again arises for its reconstruction, is derived at second-hand; hence he is not the safest man to be trusted with unchecked power in remodelling or amending our educational constitution. True, he is understood to have at call an advisory body that is supposed to guide him aright in the exercise of his functions; but the Central Committee of late has become so mythical an organization, that we hardly know that it has palpable form and substance, or, if it has, that the Minister deigns to make use of it. In the Summary of Amended Regulations, it has not escaped us that the Central Committee is twice referred to; but neither reference to it is in the present tense, and it is impossible to say whether the Minister has had recourse to an active or a moribund body, or to a certain school official, who, like the “elderly naval man” in the ballad of *Nancy Bell*, may represent in himself the whole of the ship’s cargo and crew.

One thing is plain, however, that if the

School Journal's abstract is genuine, the Minister, in the Proposed Amended Regulations of the Department, has undertaken a heavy and rather astonishing task, and, in dealing with it, accepts a grave responsibility. In suggesting these changes, it is to be hoped that he is not trifling with the profession, and promulgating a policy which, like that announced last year in connection with Upper Canada College and the County Model Schools, is to be put forward one week to be withdrawn the next. To be frank, we admit that some of Mr. Crooks's proposed amendments commend themselves to common sense. For these, however, Mr. Crooks, as usual, deserves little credit: he has been forced to adopt them by enlightened public opinion. In the proposed Regulations, nothing original is good, and nothing good is original. But while the Minister continues to be seized and dominated by his official importance, and his volition controlled by political bias or professional intrigue, there is no proof that we are likely to see his amendments become law. It is very probable, however, that the Regulations for the distribution of the High School Grant will give little satisfaction; and, as the Legislature possesses the vetoing power, so far as Collegiate Institutes are concerned, we may hope that a more liberal spirit may rule that body. In view of the \$27,000 annual endowment of Upper Canada College, a maximum of \$1,250 to High Schools and of \$2,000 to Institutes, is grotesquely out of proportion. How long, we may ask, will the Province tolerate this gross injustice? The Minister's timid handling of the Normal Schools, moreover, is not likely to be satisfactory to either the public or the profession who know of their notorious inefficiency and have reason to put little faith in inspection as a remedy for stagnation. The condition of these Schools is now a byword in the Province; and, admittedly, there is something more wanted to improve them than rose-water treatment and that by proxy.

In our educational executive we want intelligent action; but we equally want that which is free and resolute. In Mr. Crooks's

case there is apt to be too much dalliance with the affairs of his office; or if there is activity, then an unhappy proneness to "mixing and muddling," with the occasional accessory of a scandal. It is well known, too, that the Minister's Regulations are persistently ignored and held in contempt by his subordinates, who trust for immunity to personal political influence or to their master's well-known ineptitude.

It was hoped that the Minister, as his mind became disciplined by the experience of administrative life, would, whatever his deficiencies, adapt himself in time to the duties of his office, and be able to fashion and keep in harmonious motion a well-knit educational system. But Mr. Crooks is so wanting in sensitiveness of apprehension, and, constitutionally, is so little in sympathy with the teacher and his work, that it would seem futile to look to him satisfactorily to guide or govern educational opinion. That opinion, out of temper some day, may happily, however, rid us of a Minister of Education, and release our school system from that which, in no slight degree, clogs and discredits it, and his colleagues from what they cannot but regard as a source of party weakness. We shall then, we hope, get back to a skilled administration, and to the revival of a representative, and we trust an eminently efficient, Council of Public Instruction. Indeed, the more we see and hear of Mr. Crooks's management of affairs, the more impressed we are with the necessity of this, and of the urgency of a return to the method of the old régime. With the change we have indicated brought about, we may see the Department in intelligent accord and sympathy with the profession, and its official correspondence cease to be a record of weakness and vacillation. To interview Mr. Crooks on professional matters has rarely been satisfactory; to communicate with him, never. His wordy flatulence is only equalled by his pretentious ignorance. At present, if you write to the Deputy, you get one opinion: if you write to the Minister, you get another. His political partizanship, too, is a public scandal. It shows itself in

matters which should be beneath the notice of even Mr. Crooks. While this state of things lasts, the Department can command neither confidence nor respect; and the whole system suffers with it. What wonder that gusts of scandals intermittently sweep over the schools, and that the code of honor, particularly in connection with examinations, is repeatedly seen to be set aside. We do not, of course, hold Mr. Crooks entirely responsible for the low tone of the profession, or for the laches of idle youth who, under the strain which the "Intermediate" puts upon them, would rather prig than cram. But it is impossible to hold him quite absolved, while his partizan administration continually enfeebles the sense of honor and of responsibility throughout the schools, and while his intellectual indigence and infirm executive make bureaucracy a laughing-stock and centralization a scorn. However, Tennyson consolingly reminds us that "the individual withers, and the world is more and more;" and some day Mr. Crooks's administration, together (alas!) with that of his critics, will have an end. Meantime, we cannot but think that the Minister of Education would be worth more to his generation if he removed politics and his portfolio from the precincts of the Education Office, and gave place to some one who could direct our school machinery with impartiality and judgment. We might then expect School Regulations to be altered for the better, and once amended to stay so. The business of the Department we should also expect to see properly attended to, and no favoritism shown where favoritism is vicious. In view of the coming Local Elections, it might be worth while for Mr. Mowat's government to consider the means of reclaiming the Education Office to its legitimate purposes, and of freeing it from the control and influence of politics. In any case, they will act wisely if they supplant or improve "our Educational Executive."

ONTARIO did not send up a single candidate this year for the Gilchrist scholarship. Nova Scotia, it is said, sent up four.

REVISED HIGH SCHOOL REGULATIONS.

THE following is the published synopsis of the proposed alterations in the High School programme of studies, and the basis of the apportionment of the Legislative Grant:

COURSE OF STUDY.

Lower School.—The subjects of study which are obligatory are confined to such as are essential in secondary education, such as English grammar, literature, composition, history and geography, arithmetic and book-keeping, etc., while such higher subjects as algebra and Euclid, natural philosophy, chemistry and botany, Latin and Greek, etc., are made optional with High School Boards as they may think expedient in the circumstances of their school.

The Intermediate Examination becomes a test only of the fitness of each pupil to proceed to the Upper School; and the obligatory subjects are now confined to three groups instead of four, and limited to English grammar and literature, composition, dictation, arithmetic and drawing, and one of the following subjects or groups, at the option of each candidate, viz.: (1) algebra and Euclid; (2) history and geography; (3) any two of natural philosophy, chemistry, botany; (4) Latin; (5) any two of French, German, music. In order to prevent immaturity and consequent cramming, each candidate must have attended two years at least in the High School, or in the Public School 5th and 6th classes, after passing through the 4th class.

In the Upper School, while the subjects may be as high as required for first-class non-professional teachers' certificates, and for junior and senior matriculation, yet the parent or guardian of any child is at liberty to select, with the approval of the head master, any authorized subjects which will best suit the purposes of such child. High School Boards can, if they choose, provide instruction in botany and principles and practice of agriculture, and text-books are authorized for these purposes.

LEGISLATIVE GRANT.

The distribution of the High School grant, to take effect the 1st of January next, no longer recognizes any payment upon the results of the Intermediate or upon average attendance, and instead, each school having two teachers will receive a fixed grant of \$500, and in addition 45 per cent. of the amount of the aggregate salaries above \$2,000, but not to exceed \$750 in all. Collegiate Institutes may receive, in addition to

the above, the further grant of $33\frac{1}{3}$ per cent. of the aggregate amount of the teachers' salaries paid in excess of \$5,000, but limited to the sum of \$750.

Collegiate Institutes.—Conditions required are: suitable buildings and premises; laboratory and apparatus for teaching chemistry practically; four masters, specially qualified in English, classics, mathematics, natural sciences and modern languages; and excellence of school thus required to be always maintained. No new Collegiate Institute is to be established unless all these conditions are complied with, and unless the yearly salaries of the four masters shall amount in the aggregate to \$5,000.

According to the Minister, "the general principle which underlies these proposed amendments and improvements is to leave High School Boards and teachers a larger scope in providing instruction, as the occasion and circumstances of a school make it desirable in their judgment, as well as full authority to give effect to their conclusions."

The general principle thus enunciated we cannot but endorse. It is precisely what we have advocated in our columns since the first number of the CANADA EDUCATIONAL MONTHLY made its appearance. But there are various ways of applying a principle; and owing to the present meagre statement we are hardly competent to judge of Mr. Crooks's intentions. The most important of the proposed changes relates to the distribution of the Grant. This will hereafter depend on the amount of the masters' salaries, without taking into account the average attendance. We need not remind our readers that this is precisely what we urged some months ago. The Departmental application of the principle is, however, somewhat of the nature of a surprise to us. As the Regulations now read, the Collegiate Institute Grant of \$750 is to be taken away, which will leave the maximum Grant for an Institute \$2,000, and for a High School \$1,250.

An inspection of salaries paid, as per the last Educational blue-book, shows some curious results. Of the smaller High Schools—that is, those whose masters' salaries are \$2,000 and under—two only will gain by the change; and sixty-three—that is, all the rest—will lose sums ranging from a few dollars

to hundreds. Calculated on the basis of the Report for 1880, the losses of the Collegiate Institutes will probably be as follows:—

Toronto	\$198.41	St. Thomas	\$463.36
St. Catharines...	524.09	St. Mary's.....	560.59
Ottawa.....	211.15	Collingwood....	556.41
London.....	61.05	Barrie.....	372.55
Kingston.....	257.86	Peterboro'.....	456.10
Hamilton.....	621.78	Cobourg.....	376.69
Brantford.....	55.39		

As to the effect on Whitby and Perth we are not in a position to speak, for they became Collegiate Institutes since the compilation of the Report; but there can be little doubt that they too will suffer. Galt, on the basis of the salaries of 1880, will gain \$78.19. It follows, therefore, that, excluding the Institutes, only about twenty-five schools can qualify for part or the whole of the first \$750. Some of these schools will receive a little benefit, and some almost none. The question then is, what is to become of the money? for there will be a considerable balance unexpended. The changes seem to point to a reduction of the total grant. Speculation is, however, useless. When the full text is before us we shall be able to form a definite opinion on the subject.

The reduction of the subjects for the Intermediate, and the alteration in its character, cannot but commend themselves to every teacher. Objection may be taken to some of the details, but, on the whole, there is reason to be thankful. We need hardly again remind our readers that we have persistently advocated the proposed change. Time has its revenges; and it is gratifying to the promoters of this journal to feel that Mr. Crooks and his advisers have practically admitted their superior intelligence and prescience.

It is in order, of course, for the Minister to claim credit for these concessions. But neither he nor the public should forget that prejudiced and incompetent advisers and his own obstinacy have caused him to delay until the eve of a general election changes, the necessity for which has been pointed out to him over and over again. "Cram," we are told, is no longer to exist in our schools. But who introduced and fostered it? Who

defended through thick and thin the so-called system of "Payment by Results?" As to the programme, we have before us as we write a series of articles which were published at the time the late one appeared, in which the writer of this article urged the very objections which Mr. Crooks now admits to be correct. Time has, indeed, its revenges.

THE CENTRAL COMMITTEE AND THE PRINCIPAL OF U. C. C.

WITH a reticence which in the Minister is highly commendable, the more so as reticence is not his forte, he has not favoured the public with the names of the members of the Central Committee, nor have the names of the different examiners appeared in the papers. We do not, therefore, care to take up now some matters with which we propose to deal hereafter. We may say, however, that there is known to be a lack of the practical element, which, indeed, the character of some of the examination papers clearly shows. There is one member, however, on the Committee to whose presence we, in the meantime, most decidedly object. We refer to the Principal of Upper Canada College. Other objections might be urged, but we shall now confine ourselves to two. It is well understood that no person should set papers for the "Intermediate" who has pupils to be examined in them. The "Intermediate" has been adopted as the entrance test by the Medical Council and some other societies. It is, therefore, improper for Mr. Buchan to hold this position so long as he has charge of a school from which there may be, if there has not been, candidates for the "Intermediate."

But there is another, and a still stronger objection. It is well known that the proposed scheme for the distribution of the Government Grant to High Schools is directed chiefly against the largest schools. Nominally, the change proposed is intended to gratify the jealous feelings of those teachers who have had grievances against one or two of the Collegiate Institutes, whose masters have not had, we must admit, a proper re-

gard for the dignity of their profession or the rights of other institutions. It must be remembered, however, in this connection, that it is the deliberate intention of the Minister to divert, if possible, to his moribund College, the provincial attendance which is now the strength of some of our Institutes and our best High Schools. Upper Canada College with its annual endowment of \$22,000 he means to coddle still further, by destroying, if possible, the provincial character which some of our Institutes and High Schools now possess, and which, in spite of him, they will continue to possess. That we have not misrepresented Mr. Crooks's position, every one who has read his public utterances will admit. Even Dr. McLellan, who has hitherto delighted to pose as the champion of provincial schools, endorses the continued existence of Upper Canada College. We quote his words—at present they are suggestive. The italics are ours: "*Under more economical management, with an improved system of scholarships, the advantages of the College would be open to any boy who has shown industry, perseverance and ability in any LOCAL HIGH SCHOOL, and in this way it would afford equality of opportunity to the child of the poor as of the rich, which is the grand principle of our whole system.*" There could be no ground for the outcry against the College on this account; but if examined there is no just ground for it!! The Public Schools, High Schools, and Collegiate Institutes are open to all, and equally accessible to the son of the lowliest as of the rich, and the chief burden of supporting them falls on those who are well off, and in proportion to the assessable amount of their property, whether they actually take advantage of the schools or not." Who wouldn't be a Government official!

But this is not extraordinary. Dr. McLellan's motives are never far to seek. Mr. Buchan also, who, sixteen years ago, was one of the two High School Masters who then conducted the attack on the College, and who, not so many years ago, was well known to be still opposed to its existence, is now the Head Master of the College he once decried.

But Mr. Buchan's somersault also admits of an easy explanation. In the meantime, however, a proper regard for the fitness of things should suggest to the Principal of Upper Canada College the propriety of retiring from a position in which he places himself in antagonism to many who would like to think well of him, and in which he cannot escape the imputation of looking after the interests of his own school at the expense of other more efficient but less pampered institutions.

THE PROVINCIAL TEACHERS' ASSOCIATION.

IN another column, by the courtesy of the secretary of the Association, we are enabled to lay before our readers the programme of subjects to be discussed at the Ontario Teachers' Convention, to be held in Toronto on the 8th of August and following days—the President, Mr. Archibald MacMurchy, M.A., Rector of the Toronto Collegiate Institute, in the chair. Some of the subjects to be brought forward look promising, and may, and we think will, be profitable for discussion. Our own limited experience of Teachers' Conventions forbids our speaking dogmatically either about their utility or their inutility. We may be safe, however, in paraphrasing the couplet addressed to the little girl of many and varying moods, and in expressing this opinion in regard to them, that

“When they are good, they are very, very good;
And when they are bad, they are horrid.”

They undoubtedly have their value, though, as a rule, we fear that few go from them really strengthened in mind and purpose, and fewer still who have made any substantial additions to their resources, mental or moral. A contemporary, we notice, in discussing the point, is doubtful about their value, and seriously questions whether “the counsel of the many-headed” is not on the whole injurious. It makes this admission, however, that “they relieve some who have got over-full of new ideas, and

they fill some who never seem able to get filled except in a crowd.” The following, from the same source, may not be inaptly quoted: “Contact with life and thought is, in our judgment, more useful than over-much technical discussion, unless the latter is conducted by large-minded men—and these seem, now-a-days, to avoid conventions of every sort. . . . The conscience behind, and the will to work, are the great things, and the few strong guides will then help the teacher to his duty; but close connection with human life and thought, in their warm, active movements—and not alone in their trifling interests—will atone for a plentiful lack of the petty tricks of the trade. . . . If conventions would quicken this vital spirit in teachers, their work would be worth doing; but to do this they must enlist strong men. They should see to it, also, that the discussions are in the largest spirit, and conducted by men of intellect and power.”

DEPARTMENTAL EXAMINATIONS.

ON the whole, the papers set this year were good. Objection, however, may very properly be taken to the introduction of Analysis, Derivation, and Parsing amongst questions on English Literature. There is a paper on Grammar, and the examiner who constructed the Intermediate Literature paper should have known this. But the English Grammar for First Class is the worst in the collection. Whoever set it, we make bold to say, did not know the subject. The paper shows it. Some of the questions are silly, considering the character of the candidates; others mean little and pretend a great deal; and we regret to say that most are cribbed from Fleming, Bain, and Morris's Elementary Grammars. The English Literature paper for First Class, also evidently set by the same examiner, is a very poor affair. There is little literature in it, and what little there is, is not of a high quality. Perhaps this examiner knows other subjects better than English. He should have a chance to show his knowledge at any rate. This examiner is evidently incompetent for his duties, and

the Minister should see to the rectification of the blunder that has this year been made. The Latin paper, too, was of an outrageous length. The quality is excellent, but the quantity is highly objectionable. The Chemistry papers were excellent; but the Metals are prescribed for First Class Candidates, and neither this year nor last was there a single question on the subject. All were on the non-metallic elements. Either the metals should be dropped from the programme, or the examiner should test in them also the knowledge of the candidates.

THE SUSPENSION OF "THE CANADIAN MONTHLY."

THOSE of our readers who are familiar with the character and work of our national magazine, *The Canadian Monthly*, will, we doubt not, have learned with regret of its suspension with the number for June last. The magazine had completed its twenty-first volume, and, admittedly, has been of great service in the interest of Canadian literature. The necessity for its withdrawal by the publishers is a matter that every intelligent and patriotic Canadian must deplore. After its lengthened career and creditable record, one would have thought that it had earned a right to substantial support, and, however limited the field of sale and whatever the competition it might have from abroad, that its future would have been assured. But suspension has belied hope, and proved, despite the material progress of the country, how far we are as yet from sustaining a purely literary magazine in Canada. It is not for the present writer to extol what has been done by the magazine in furthering the intellectual life of the Dominion, and in providing a vehicle for the expression of its thought and opinion. Whatever aid the literary forces of the nation have received, there will be some faithfully to acknowledge. Already many friendly words have been spoken, and much kindly comment passed upon the work which editor and contributors have wrought in the magazine. The one regret is, that the work has been interrupted, and may not be resumed. There is truth, as well as kind

appreciation, in the remarks of the editor of the *Mail* on the *Monthly's* suspension, which we here append:—"The magazine has not failed for want of talent, but for want of population, for want of capital, for want of active literary interest among our people; and because the taste for politics absorbs very largely the attention of the average Canadian. Looking back over the volumes, we can recall an amount of good writing in prose and verse greater in proportion than has appeared in magazines over the border which have had great financial success. In fact the aim of the editor was too high; and his contributors so much in earnest, and so desirous of doing their best, that they narrowed the field of intellectual interest and ignored the readers who are greatest in numbers, who are *not* intellectual at all, and who want only to be amused. There is more scholarship, more literary skill, more true poetical talent, in any given volume of this unsuccessful magazine, than could be found in any given volume of most magazines of its mixed character." Professor Goldwin Smith, while paying a compliment to the recent management of the *Monthly*, has also just borne testimony to its value, in us having given an impulse, "not only to the activity of Canadian pens, but to the independence of Canadian minds."

NOTES—LITERARY AND PERSONAL.

THE value of books containing examples of common blunders in diction is frequently called in question. In our opinion, however, correctness in English Composition can be largely promoted by furnishing instances of incorrect or inelegant English; and the interest manifested in Hodgson's "Errors in the Use of English," to which we called the attention of the profession in our issue for April, would seem to endorse our view of the matter. Hodgson's work should be in the hands of every English master. For Public School teachers we can also heartily recommend an admirable collection of "Exercises in English Grammar and Composition," by Mr. David Salmon, which

Messrs. Moffatt & Paige, of London, England, have just brought out for twenty-five cents. Under "School Work," in the present number of THE MONTHLY, we give some extracts from the exercises, which will be found exceedingly useful in the schools. But the book itself should be in the possession of every teacher.

It is understood that the reported changes in the teaching staff of Upper Canada College come in the shape of a recommendation from Principal Buchan to the Senate of the University of Toronto—which body administers whatever portion of the affairs of the College as are not appropriated by the Minister of Education—that the classical master, Mr. Wedd, and the mathematical master, Mr. Brown, be retired. One of the reasons given for the recommendation is the lack of discipline in the departments of these two masters. A lively time is expected in the Senate when Mr. Buchan's report comes up for consideration.—*Toronto World*.

[It is rather singular that we heard nothing of Messrs. Wedd and Brown's alleged inability to maintain discipline during the long régime of Mr. Buchan's predecessor. Query: Is it not the discipline of the new Principal that is rather slack? As to the proposed retirement of the classical and mathematical masters, we hope we shall hear nothing further of this until the College itself is disestablished, or until provision is honourably and equitably made for two deserving and faithful masters, whose proposed removal, we have reason to fear, is the suggestion of an enemy or the aimless design of a man with a fad.—Ed.]

IN giving the Returns of the University of Toronto Arts Examination, in last month's issue of THE MONTHLY, credit, it seems, was not given to Welland High School, in connection with the second year scholarship in classics, taken by Mr. W. J. Twohey. We now hasten to supply the omission. Miss Mary Bild, the only woman, we believe, who took Honor Classics in the second year at the late examinations, came from this school. We may also note that a former Welland High School pupil—Mr. H. L. Dunn—was Silver Medalist in Classics this year, and has taken a scholarship at every examination from matriculation.

WHEN may we look for decent English in the official documents of the Education Office? The following, which forms the third paragraph of the Minister's circular in regard to the Proposed Amendments in the School Regulations, appears in the *Globe* of the 3rd

August, as a reprint of the text of the Minister's Genera' Circular. The quotation from Mr. Crooks's Report will furnish English Masters with a stock exercise in Analysis: "The amendments introduced by the new regulations will give effect to such recommendations, and should exercise a useful and wholesome influence upon the general Education of the Province, which, as stated in my Report (p. 242), 'is as much concerned in the rearing up (*sic*) of a moral as well as an intelligent population, and securing honesty and fair dealing as essential qualities of every citizen, as well as mental culture.'"

ANOTHER attempt has just been made at Montreal to give to Canadian journalism a high-class literary and political weekly. The new claimant for public favour is the *Dominion Review* (at present to appear monthly), and its aim, "independent of party necessities or interests, is to seek to create and maintain a sound public opinion on all the leading questions of the day." The first number, in its literary features, is of unusual excellence, and its articles are characterized by judgment and good taste. We cannot say as much, however, for its political contributions; but some allowance must be made for a first number. It is to be hoped that the *Dominion Review* will meet with an encouraging support, though the wrecks on the shore of Canadian literature have a depressing effect. We commend the publication to all cultured and independent minds.

MR. ERASTUS WIMAN, an old Torontonian, now of New York, has munificently donated \$5,000 for the purpose of providing public baths for the city of Toronto—an act of thoughtful kindness which will be highly appreciated by the citizens of both sexes in the now crowded Capital. This act of Mr. Wiman is but one of many kindnesses manifested by that gentleman towards Canadians and his Canadian home. It is the spirit which has given to humanity the benefactions of a Peabody; and as Mr. Wiman seems ever actuated by the Scripture aphorism that "it is more blessed to give than to receive," we hope that he may one day be the possessor of such wealth as Peabody had, to enable him to exercise his intelligent and large-hearted charity, and to afford him such delight as he finds in giving.

AT the annual meeting of the First Division of the Wellington and Guelph City Teachers' Association, held during May, a highly complimentary address, engrossed on vellum, was presented to Mr. David Boyle, late of Elora. The address referred in flattering

terms to Mr. Boyle's long connection with the Public Schools of this country, and to the part he had taken in the various movements made in the direction of educational reform during the past eighteen or twenty years. Mr. Boyle is one of our ablest Public School teachers, and well deserves the honour that has been paid him.

THE eminent scholar and accomplished publicist, Professor Goldwin Smith, has just returned, after a year's absence in Europe, to his home in Toronto. Before leaving England he had the degree of D.C.L. conferred upon him by the University of Oxford, in which he at one time held the Professorship of Modern History, and of which he was also a Fellow and distinguished graduate.

THE essay on Canadian literature and the summary of the works that have been issued by native writers during the past two years, which appear in the last volume of the *Dominion Annual Register*, are the work of Mr. G. Mercer Adam, of this city. The remarks on Canadian literature cover a good deal of ground, and are very much to the point.—*Toronto Telegram*.

MR. F. BISSET, of L'Original, has been asked by the authorities of the Meteorological Service at Toronto to take charge of a meteorological station in connection with the Public School at L'Original, which, we understand, he has kindly consented to do. Mr. Bisset is admirably fitted for the task he has undertaken.

MR. G. B. WARD, M.A., formerly of the Orillia High School, we are pleased to learn, has been appointed Head Master of the High School at Brighton.

UNIVERSITY MATRICULATION.—The High School men throughout the country have been on the *qui vive* for the past three weeks regarding the results of the Matriculation Examinations of the University of Toronto, as this is considered the best test of the work of the masters of the schools scattered over the Province. The following information, meagre as it is, was gained from different sources, and, though liable to modification, may be considered tolerably correct:—The classical scholarship of \$120 goes to St. Catharines Collegiate Institute; the mathematical, of the same value, to Hamilton and St. Catharines; the modern language, of \$100, to Upper Canada College; the Prince of Wales's prize of \$50 to Upper Canada College; the proficiencies, of

\$120, \$100, \$80 and \$60, go to Toronto Collegiate Institute and Bowmanville High School.—*Hamilton Times*.

THE UNIVERSITY RESULTS.

THE High Schools and their managers attach great interest to the stand taken by their students in the Matriculation Examinations of the Provincial University. We present this morning an analysis of the honors and the total taken by the schools who succeeded in gaining ten honors or over:—

SCHOOL.	Classics.	Mathematics.	Hist. & Geo.	English.	French.	German.	Total.	Grand Total.
St Catharines	1 11	1 11	1 11	1 11	1 11	1 11	1 11	
Toronto	1 0	3 1	2 3	3 5	5 1	5 1	19 11	30
Bowm'ville	0 2	3 2	1 4	3 4	4 2	1 2	12 16	28
U. C. College	0 2	3 0	0 2	2 2	4 0	4 0	13 6	19
Peterboro'....	1 1	0 0	3 1	1 3	4 0	4 0	13 5	18
Hamilton.....	1 0	1 2	0 3	1 0	4 0	2 2	9 10	19
St. Thomas....	1 0	1 1	0 3	1 0	2 0	2 0	7 3	10
St. Thomas....	0 1	2 1	0 0	0 2	1 1	2 0	5 5	10
Whitby.....	0 0	0 3	0 0	1 1	2 0	0 1	3 7	10

Miss Balmer, of St. Catharines, who took a scholarship and five first-class honors, should, in a measure, be credited to Toronto Collegiate Institute, as she was at one time a student there, where she took a first-class Provincial certificate. But as the management of the Collegiate Institute did not see their way to teach classics to girls,* Miss Balmer went to St. Catharines, and in the above table is credited to that school. Bowmanville is the only High School in the list, and the only one not having more than three teachers. The stand taken by it is therefore all the more creditable. Three of the High Schools took scholarships in general proficiency, which goes to show that these schools, with their limited staff of teachers, are doing good all-round work.

In the Women's Local Examinations we have not been able to get the schools of all the candidates; but from inquiry we learn that Toronto Collegiate Institute took two second-class honors in mathematics, one first-class and seven second-class in English, five first and three second-class in history and geography, seven first and two second in French—in all thirteen first and fourteen second, a total of twenty-seven honors out of the whole forty-two taken by all the candidates in these examinations.—*Toronto World*.

* This, we learn, is incorrect: classics are taught to girls at the Toronto Coll. Inst.—Ed. C. E. M.

UNIVERSITY OF TORONTO.

THE following is a list of the matriculants arranged under the schools at which they received their training:—

FACULTY OF ARTS.

Aylmer H. S.—H. N. Harvey.
Barrie C. I.—J. Ardagh, S. T. Bell, W. H. A. Bell, A. Elliot, F. C. Payne.
Berlin H. S.—S. T. Bell, W. H. A. Bell, C. F. Noecker.
Bowmanville H. S.—J. F. Bleakley, H. W. Burk, D. H. Coates, L. J. Cornwell, Miss M. A. Oliver, Miss M. A. Watson.
Brampton H. S.—C. Gummerson, H. A. McCullough, J. Wilson.
Brantford C. I.—C. P. Clark.
Beausville H. S.—A. E. Morrow.
Caledonia H. S.—G. W. Johnston, J. Pickering.
Chatham H. S.—M. F. Holmes.
Clinton H. S.—F. Corbett, J. Elliot.
Collingwood C. I.—S. T. Bell, W. H. A. Bell, J. A. Ferguson, W. H. Hearst, J. P. McQuarrie, D. R. Johnston.
Dunnville H. S.—S. H. Bradford, T. Marshall.
Elora H. S.—F. F. Macpherson.
Galt C. I.—J. Elliot, C. Fraser, A. Gilchrist, G. Sanson, J. Scott, Miss M. P. Symington.
Guelph H. S.—L. Brock, H. Guthrie, J. W. Mealey.
Goderich H. S.—W. H. Clutton, E. J. B. Duncan, F. C. Macdonald.
Harriston H. S.—V. C. McGee, W. McMurchie.
Hamilton C. I.—J. S. Almas, L. Bowerman, C. Burkholder, A. D. Crooks, J. A. Fife, G. W. Johnston, Miss J. W. Macallum.
Ingersoll H. S.—C. Elliott, R. A. Grant, A. C. Paterson.
Iroquois H. S.—W. A. Whitney.
Lindsay H. S.—A. W. Bigelow.
London C. I.—H. B. Cronyn, J. Gill, D. T. Hargreaves, A. G. Morphy.
Markham H. S.—E. Braithwaite, W. Douglas.
Newcastle H. S.—E. Bowrie.
Oakville H. S.—J. B. Ganton.
Orangeville H. S.—H. N. Harvey.
Oshawa H. S.—Miss L. R. Chapman.
Owen Sound H. S.—W. Dewar, Miss J. Maughan.
Ottawa C. I.—A. Maclaren, T. R. Shearer.
Peterboro' C. I.—A. F. Chamberlain, Miss C. Fair, J. A. Fife, J. D. Graham, F. Sanderson, E. Wilburn.
Pickering College.—J. Gormley.
Port Hope H. S.—G. H. Needler, J. A. V. Preston.
Prescott H. S.—F. F. Macpherson.
Port Perry H. S.—Miss C. M. Macarthur, Miss N. Spence, Miss E. O. Woods.

Private Study.—A. E. Cole, T. C. Dodge, W. Douglas, G. McD. Duncan, W. L. E. Marsh, A. McGraw, A. E. Morrow, W. P. Mustard, J. Pickering, E. Richmond, F. T. Shutt.

Richmond Hill H. S.—R. B. Benyon, J. S. Lane, I. A. Lane, G. Ness..

Rockwood Academy.—McI. Farrish.

Seaforth H. S.—J. D. Dickson, A. F. Woodworth.

Strathroy H. S.—F. Rapley, T. H. Rogers, J. M. Thompson.

St. Michael's College, Toronto.—J. T. Doyle, J. P. Hatton, W. McBrady, P. McShane, E. J. O'Neill, T. A. Wardell.

St. Mary's C. I.—C. P. Clark, J. R. Hamilton, D. W. Jamieson, Miss M. B. Millar, Miss A. Pook, W. Stephen.

St. Thomas C. I.—U. J. Flach, J. Gill, J. E. Gray, H. N. Harvey, J. J. Mackenzie, M. G. Millman.

St. Catharines C. I.—Miss E. Balmer, J. V. Barber, Miss S. L. Cloney, Miss M. E. Huddleston, I. E. Martin, J. Martz, J. P. McQuarrie, A. McGraw, H. H. Moyer, A. C. Paterson, G. A. Peters, R. Shiell, J. Taylor.

Toronto C. I.—A. B. Barker, E. Braithwaite, G. I. Cochrane, F. J. De La Roche, E. C. Fitzgerald, R. Gourley, A. H. Moore, T. A. Rowan, N. H. Russell, F. Sanderson, C. J. Patterson.

Trenton H. S.—R. V. Clement, N. Simpson.

Uxbridge H. S.—W. P. Mustard.

Upper Canada College.—W. Copp, J. F. Edgar, A. D. M. Gordon, W. Hendrie, F. H. Kilbourne, A. McL. Macdonell, T. S. C. Macklem, W. L. E. Marsh, P. M. H. McKeown, Robert Sullivan Moss, M. P. Saunders, J. A. Sievert, A. H. Young.

Weston H. S.—T. E. Elliott, T. E. Kaiser, R. King.

Whitby C. I.—T. C. Dodge, H. H. Sleigh, R. Walks, J. White.

Woodstock H. S.—J. E. Gray.

Woodstock Canadian Literary Institute.—G. A. Cameron, J. Hotson, W. R. Mather, E. Richmond.

Vienna H. S.—J. Yoell.

The following have passed the Matriculation Examination:—

Medicine.—Haultain, C. S.; Johnston, D. R.; Noecker, C. F.; Patterson, C. J.; Reid, J. B.; Farrish, McJ.

HONOR LIST.

Classics.—Class I, 1, Shields, R.; 2, McBrady, W.; 3, Young, A. H.; 4, Johnston, G. W. Class II, 1, Oliver, M. A.; 2, Morphy, A. G.; 3, Mustard, W. P.; 4, Spencer, N.; 5, Duvar, W.; 6, Sievert, J. A.; 7, Gourley, R.; 8, Morrow, A. E.; 9,

Braithwaite, E. E.; 10, Harvey, H. M.; 11, Cameron, G. A.

Latin only.—Class I., Chamberlain, A. T. Class II., 1, Coates, D. H.; 2, Elliott, T. E.; 3, King, R.

Mathematics.—Class I., 1, Bowerman, L.; 2, Martin, J. E.; 3, Fraser, C.; 4, Braithwaite, E. E.; 5, Balmer, E.; 6, Coates, D. H.; 7, Graham, J. D.; 8, Gill, J.; 9, Gourley, R.; 10, Hotson, J.; 11, Hull, Harvey; 12, Hilloone, A. H.; 13, Burke, H. W.; 14, Stephen, W.; 15, Clutton, W. H.; 16, Bleakley, J. T.; 17, Cloney, S. L.; 18, Maughan, J. Class II., 1, Fife, J. A.; 2, Bigelow, A. W.; 3, Simpson, N.; 4, Spence, N.; 5, Cornwall, L. J.; 6, Russell, N. H.; 7, Symington, M. P.; 8, Duncan, J. McD.; 9, Preston, J. G. V.; 10, Sanderson, F.; 11, Barber, J. V.; 12, Gormley, J.; 12, Elliott, T. E.; 14, Mustard, P.; 15, Doidge, T. C.; 16, Ganton, J. G.; 17, Hearst, H.; 18, Dewar, W.; 19, White, J.; 20, Rogers, T. H.; 21, Flack, J.; 22, Walks, R.

English.—Class I., 1, Chamberlain, A. F.; 2, Bulmer, E.; 3, Young, A. H.; 4, Cloney, S. L.; 5, Cochrane, G.; 6, Ferguson, J. A.; 7, Cameron, G. A.; 8, Barber, A. B.; 9, Burkholder, C. E.; 10, Hamilton, J. R.; 11, Bleakley, J. F.; 12, Fraser, C.; 13, Gourlay, R.; 14, Pickering, J.; 15, Coates, D. H.; 19, Huddleston, M. E.; 17, Walks, R. Class II., 1, Duncan, J. McD.; 2, Graham, J. D.; 3, Harvey, H. M.; 4, Rowan, T. A.; 5, Chapman, L. R.; 6, Duncan, E. J. B.; 7, Hotson, J.; 8, Moyer, H. H.; 9, Copp, W.; 10, Elliott, T. G.; 11, Gordon, A. D. M.; 12, Holmes, M. F.; 13, Lane, J. S.; 14, Sanderson, F.; 15, Woods, E. O.; 16, McGraw, A.; 17, Mustard, W. P.; 18, Russell, N. H.; 19, Shearer, T. R.; 20, Sievert, J. A.; 21, Spence, N.; 22, Bigelow, A. W.; 23, Marty, J.; 24, Oliver, M. A.; 25, Preston, J. A. V.; 26, White, J.; 27, Wilburn, E.; 28, Macpherson, F. F.; 29, McQuarrie, J. P.; 30, Moore, A. H.; 31, Shiell, R.; 32, Watson, M. A.; 33, Cloney, S. L.; 34, Mackenzie, J. J.; 35, Pook, A.

History and Geography.—Class I., 1, Sievert, J. A.; 2, Young, A. H.; 3, Marty, J.; 4, Spence, N.; 5, Balmer, E.; 6, Copp, W.; 7, Cochrane, G. J. Class II., 1, Burkholder, C. E.; 2, Chamberlain, A. F.; 3, Cloney, S. L.; 4, Shearer, T. R.; 5, Preston, J. A. V.; 6, Duncan, J. McD.; 7, Elliott, T. E.; 8, Russell, N. H.; 9, Stephen, W.; 10, Walks, R.; 11, Hargreaves, D. T.; 12, Lane, T. A.; 13, McBrady, W.; 14, Gourlay, R.; 15, Huddleston, M. G.; 16, Needler, G. H.; 17, Bigelow, A. W.; 18, Moyer, H. H.; 19, Mustard, W. P.; 20, Coates, D. H.; 21, Rogers, T. H.; 22, Sleigh, H. H.; 23, Wilburn, E.; 24, Pickering, J.; 25, Barber, A. B.; 26, Bleakley, J. H.; 27, Chapman, L. R.; 28, Duncan, E. J. B.;

29, Ferguson, J. A.; 30, Sanderson, F.; 31, Gordon, A. D. M.; 32, Lane, J. S.; 33, Macallum, J. M. M.; 34, Miller, M. B.; 35, Woods, E. O.

French.—1, Balmer, E.; 2, Young, A. H.; 3, Cloney, S. L.; 4, Copp, W.; 5, Chamberlain, A. F.; 6, Mustard, W. P.; 7, Needler, G. H.; 8, Burkholder, C. E.; 9, Chapman, L. R.; 10, Oliver, M. A.; 11, Sievert, J. A.; 12, Watson, M. A.; 13, Huddleston, M. E.; 14, Macallum, J. M. M.; 15, Elliott, T. E.; 16, Spence, N.; 17, Gordon, A. D. M.; 18, Miller, M. B.; 19, Bleakley, J. F.; 20, Cameron, G. A.; 21, Fraser, C.; 22, Marty, J.; 23, Coates, D. H.; 24, Duncan, E. J. B.; 25, Ferguson, J. T.; 26, Moyer, H. H.; 27, Ardagh, J. A. G.; 28, Fair, C.; 29, Macpherson, F. F.; 30, Sleigh, H. H.; 31, Woods, E. O.; 32, Barker, A. B.; 33, Macdonald, F. C.; 34, Pook, A.; 35, Preston, J. A. V.; 36, Gourlay, R.; 37, Hargreaves, D. T.; 38, Harvey, H. M.; 39, Shearer, T. R.; 40, White, J.; 41, Wilburn, E.; 42, Hotson, J.; 43, Rowan, T. A.; 44, Clutton, W. H.; 45, Symington, M. P.; 46, Macarthur, C. M.; 47, Sanderson, F. Class II., 1, Magraw, A.; 2, Moore, A. H.; 3, Gilchrist, A.; 4, Mackenzie, J. J.; 5, Russell, N. H.

German.—Class I., 1, Balmer, E.; 2, Marty, J.; 3, Burkholder, C. E.; 4, Chamberlain, A. F.; 5, Macallum, J. M. M.; 6, Young, A. H.; 7, Copp, W.; 8, Sievert, J. A.; 9, Coates, D. H.; 10, Macpherson, F. F.; 11, Ardagh, J. A. G.; 12, Duncan, E. J. B.; 13, Huddleston, M. E.; 14, Moyer, H. H.; 15, Barker, A. B.; 16, Cameron, G. A.; 17, Chapman, L. R.; 18, Elliott, T. E.; 19, Fair, C.; 20, Oliver, M. A.; 21, Cloney, S. L.; 22, Watson, M. A.; 23, Ferguson, J. A.; 24, Gordon, A. D. M.; 25, Bleakley, J. F.; 26, Fraser, C.; 27, Mackenzie, J. J.; 28, Flack, V. J.; 29, Miller, M. B. Class II., 1, Clutton, W. H.; 2, Sanderson, F.; 3, Wilburn, E.; 4, Rowan, T. A.; 5, Gilchrist, T. A.; 6, Symington, M. P.; 7, Magraw, A.; 8, Sleigh, H. H.; 9, Hargreaves, D. T.; 10, Shearer, T. R.; 11, MacLaren, A.

SCHOLARSHIPS.

Classics.—Shiell, R., St. Catharines Collegiate Institute.

Mathematics.—Bowerman, L., Hamilton Collegiate Institute, and Martin, J. E., St. Catharines Collegiate Institute.

Modern Languages.—Balmer, E., Miss E., St. Catharines and Toronto Collegiate Institutes, and Young, A. H., Upper Canada College. *Prince of Wales' Scholarship*.—Young, A. H., Upper Canada College.

General Proficiency.—Gourley, R., Toronto Collegiate Institute; 2, Spence, Miss N., Port Perry High School; 3, Coates, D. H., Bowmanville High School; 4, Mustard, W. P., Uxbridge H. S. and private study.

A. H. Young, Upper Canada College, ranks fourth in proficiency, but cannot hold the scholarship in consequence of taking special scholarships.

FACULTY OF MEDICINE.

Classics.—Class II., Haultain, C. L. Class III., 1, Patterson, C. J.; 2, Farrish, McJ.

Latin only.—Class I., Noecker, C. F. Class III., 1, Johnston, D. R.; 2, Reid, J. B.

Mathematics.—Class I., 1, Johnston, D. R.; 2, Noecker, C. F. Class II., Reid, J. B. Class III., 1, Farrish, McJ.; 2, Haultain, C. S.; 3, Patterson, C. J.

English.—Class II., 1, Johnston, D. R.; 2, Haultain, C. S. Class III., 1, Patterson, C. J.; 2, Noecker, C. F.; 3, Farrish, McJ.; 4, Reid, J. B.

History and Geography.—Class I., Johnston, D. R. Class II., Noecker, C. F. Class III., 1, Farrish, McJ.; 2, Reid, J. B.; 3, Haultain, C. S.; 4, Patterson, C. J.

French.—Class I., 1, Noecker, C. F.; 2, Haultain, C. S. Class II., Johnston, D. R. Class III., 1, Reid, J. B.; 2, Patterson, C. J.; 3, Farrish, McJ.

German.—Class I., 1, Noecker, C. F.; 2, Johnston, D. R.; 3, Reid, J. B.

Chemistry.—Class I., Johnston, D. R.

SCHOLARSHIPS.

1, Johnston, D. R., Collingwood Collegiate Institute; 2, Noecker, C. F., Berlin High School.

WOMEN'S LOCAL EXAMINATIONS.

Candidates who passed.

Ault, B., groups II. and III.; Agar, M. C., III.; Arkell, M., II. and III.; Burns, A., II. and III.; Butters, A. L., II. and III.; Binney, J., II. and III.; Bonis, M., II. and III.; Baskett, M., II.; Ball, J., II. and III.; Cameron, M. A., II. and III.; Cameron, L., II.; Cleveland, J. K., II. and III.; Chown, A. D., II. and III.; Church, R., II. and III.; Cullen, A. E., II. and III.; Day, E., II. and III.; Dale, J., II. and III.; Ellis, S. J., II. and III.; Foster, S., II. and III.; Franks, E., II. and III.; Forbes, J., II. and III.; Green, S. H., II. and III.; Gainer, H. E., II.; Gainer, H., II.; Geikie, L., III.; Gray, J., II. and III.; Higgins, A., II. and III.; Harris, J., II. and III.; Hillary, L., II.; Hepburn, M., II.; Horton, J. E., II. and III.; Huff, S. J., II. and III.; Hamilton, H. E., II. and III.; Harris, A., II. and III.; Irvine, L., II.; Jones, O., II.; Jones, H. L., II., IV., and V.; Keefer, N. H., II. and III.; Kirkpatrick, H., II. and III.; Kirk, A., II. and

III.; Latshaw, A., II. and III.; Lochhead, C. E., II. and III.; Livingstone, S., II.; Lane, L. A., II.; McArthur, B., III.; Mitchell, J., II. and III.; Mullett, F. V., II. and III.; Marah, E., II. and III.; Mitchell, G. E., II.; McColl, M. J., II. and III.; McDougall G., II.; McGregor, A., II.; Mohr, B., II. and III.; Mulholland, S., II. and III.; Murray, B., II. and III.; Millar, G., III.; Prent. A. M., II. and III.; Parsons, E., II. and III.; Paxton, C. G., II. and III.; Reazin, A. L., II.; Reddin, M., II.; Rutherford, M. T., II. and III.; Seager, O., II. and III.; Stuart, M., II.; Sanderson, A., II. and III.; Sanderson, M., II. and III.; Sutherland, N., II. and III.; Smith, M., II. and III.; Thompson, A., II. and III.; Thompson, E., II. and III.; Upper, A., II. and III.; Wood, F., II. and III.; Weir, S., II.; Walkington, J., II. and III.; Wilson, A., II. and III.; Zealand, J., II. and III.

Group II. represents Mathematics; III., English, History, Geography and French; IV., Latin, English and History; and V., Latin, French and German.

HONOR LIST.

Mathematics.—Class II., 1, Ellis, S. J.; 2, Hamilton, H. E.

English.—Class I., Harris, A. Class II., 1, Church, R.; 2, Cutter, A. G.; 3, Geikie, L.; 4, Gray, J.; 5, McArthur, B.; 6, Wood, F.; 7, Ellis, S. J.; 8, Hamilton, H. E.; 9, Burns, A.; 10, Chown, A. D.; 11, Kirk, A.; 12, Cameron, M. A.; 13, Baris, M.

History and Geography.—Class I., 1, Church, R.; 2, Cullen, A. E.; 3, Gray, J.; 4, Harris, A.; 5, Chown, A. D. Class II., 1, Geikie, L.; 2, Ellis, S. J.; 3, Hamilton, H. E.; 4, Bonis, M.; 5, Kirk, A.

French.—Class I., 1, Jones, H. L.; 2, Harris, A.; 3, Church, R.; 4, Hamilton, H. S.; 5, Bonis, M.; 6, Chown, A.; 7, Ellis, S. J.; 8, Kirk, A.; 9, McArthur, B.; 10, Smith, M.; 11, Gray, J. Class II., 1, Cameron, M. A.; 2, Parsons, E.; 3, Mitchell, J.; 4, Burns, A.; 5, Cullen, A. E.; 6, Agar, M. C.; 7, Foster, S.

German.—Class I., 1, Jones, H. L.; 2, Mitchell, J.

The Women's Local Examinations are held in eight places outside of Toronto. Brantford's Young Ladies' College passed 5; Drummondville High School, 4; Elora High School, 7; Pickering College, 5; Richmond Hill High School, 7; St. Mary's Collegiate Institute, 8; St. Thomas Collegiate Institute, 21; Thorold High School, 7; Toronto Collegiate Institute, 8; Richard Institute, 4; Morvyn House, 1.

Twenty-two candidates were rejected in Arts and two in Medicine.