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TORONTO, OCTOBER 1, 1885.

THE visit of Archdeacon Farrar to Toronto is an event of educational interest. Like all the more eminent of the Anglican clergy, Archdeacon Farrar is a scholar of high rank, his attainments in Greek being such as to entitle his opinions to most respectful attention, if not an entire assent, even when he questions the correctness of the translation of crucial passages in the New Testament, as he did in his sermons entitled *Eternal Hope*, which caused so much disturbance in theological circles some few years ago. His more ambitious works, the *Life of Christ*, the *Life and Work of St. Paul*, and the *Early Days of Christianity*, have gained for him great fame and worldwide popularity as a writer. In them his characteristic, rhetorical style is seen at its best; it is graphic, picturesque, fervid, abounding in vivid epithets, striking phrases, and well balanced and rounded periods. But while his style is thus ornate, on that account his thought is not less forcible, his meaning less clear, his logical sense less keen, nor his judgment less severe. On the contrary, by the very brilliancy of his rhetoric he enforces upon his readers what he has to say with more than ordinary impressiveness. Besides the works above mentioned, Archdeacon Farrar has published *Mercy and Judgment*, and *Ephphatha*, volumes called forth by the eschatological controversy which his *Eternal Hope* had provoked; also several other volumes of sermons, each enforcing or illustrating some central truth; and *Seekers after God*, a series of biographical and critical essays on Seneca, Epictetus, and Marcus Aurelius, evincing a most reverent and sympathetic appreciation of the lives and characters of those undoubtedly devout truth-seekers. In all his writings Archdeacon Farrar has shown a most deep-seated belief in the intrinsic nobility of humanity, and in the power of Christ's love to work for it a complete and universal regeneration.

IT is as an educator, however, that Archdeacon Farrar claims most attention in these columns. Like so many of the more eminent of the Anglican clergy, like the late Archbishop of Canterbury who was head master of Rugby, the late Bishop of Salisbury who was head master of Winchester, and Dr. Vaughan, late Master of the Temple, who was head master of Harrow, Dr. Farrar had won reputation and honor as a schoolmaster before his preferment to high ecclesiastical honors. He was for some time assistant master of Harrow, and from 1871 to 1876 he was head master of Marlborough, one of the later great public schools of England. While at Harrow he wrote the *Greek Syntax*, by which he is best known to schoolboys. At Marlborough he wrote the *Life of Christ*, by which he is best known to the world at large. It has been translated into several languages. As a schoolmaster Dr. Farrar possessed many of the qualities which have made Dr. Arnold so famous. It was his intense sympathy with boy-nature, and his high ideal of a teacher's office, which, added to his scholarship and his undoubted literary culture, won for him the affection and reverence of his pupils. Dr. Vaughan, his chief at Harrow, testified of him: "His character is most lovable. He wins to himself all who approach him. He would be, I am sure, the magnet of all that is noble and generous in the hearts of those whom he ruled." Dr. Cotton, Bishop of Calcutta, his predecessor at Marlborough, under whom he first began to teach, said of him: "I never knew anyone who had a greater power of stimulating intellectual exertion and literary taste." Like Dr. Arnold, also, his great power over his pupils was largely based upon his unceasing endeavors to influence their characters for lasting good. His school sermons, while they have not that basal doctrinal quality of Arnold's, which makes the Rugby sermons among the best and most valuable ever preached in the world, were yet so inspired by sympathy and love as to win for them easy acceptance among those to whom they were addressed, and much influence for good. Many of them have been collected and published under the title, *In the Days of thy Youth*, and to those who take an interest in the moral up-bringing of young people, few books can be more suggestive. While still a teacher, Dr. Farrar wrote three tales of schoolboy life, *Eric*, *Julian Home*, and *The World of School*, each of great popularity and characterized by the same high moral purpose which pervades all his work.

THE moral purpose of the man measures the worth of the educator. If the test be made in this way, to Arcdeacon Farrar must be accorded a high place. His life has been one continuous effort, to use a phrase of his own, for the amelioration of the world. In all that he does he works with a conscious purpose of doing some good. The subject of his lecture in Toronto, "Robert Browning," was, despite his polite reference to the "Boston of Canada," too far removed from the knowledge and experience of his auditors to call forth any approach to general enthusiasm. Yet he chose it, not because he thought he could make it popular, but because he hoped it would afford him a means of introducing to those who might be ignorant of it, the quality of Browning's work—its moral worth, its testimony to the innate nobility of humanity, its conscientiousness, its spirit of love and hope and trust in God, as well as its purely literary and artistic merit. A great preacher, like Farrar, one who has a mission for the people, is never at his best in a lecture, a read essay, where it is impossible for the hearts of the speaker and hearers to become fused by that sympathy which unites speaker and hearers when the theme is personal salvation, and the speaker burns with the thoughts that possess his soul. But the theme chosen had for Archdeacon Farrar all the resources which as teacher he could wish for: that poetry, which is to be enduring, must have moral value, and that Browning's poetry possesses this value in no small degree, and thus is to those who partake of it, spiritual meat and drink.

ARCHDEACON FARRAR'S personal appearance is distinguished, and yet there is in it an unmistakable humility which enlists sympathy and affection at once. His voice though sweet and pure seemed affected with fatigue—and how it can endure the strain which his many engagements will put upon it during his American tour, we cannot divine. It was a treat that one rarely has in Canada to listen to such accurate and clear pronunciation, so natural to the speaker that he, of all people, must have been least conscious of it. It was simply the pronunciation of the English scholar. Every syllable received its due proportion of sound; final syllables were not elided, nor were their peculiar vowel qualities converted into the universal ŭ of Canadian utterance; neither were the other unaccented syllables suppressed: they were equally distinctly pronounced with those that were accented. Pure and clear articulation is so rare a thing with us in Canada, that our children are growing up almost powerless to pronounce correctly. We trust that often upon a Canadian platform we shall hear our mother tongue pronounced by speakers from the old land with that purity of accent and articulation which is to us so foreign, that we are becoming almost unconscious of its existence.

ARCHDEACON FARRAR'S progress through the continent will be marked by a series of brilliant and enthusiastic receptions. In his tour through Canada, he was everywhere greeted with the cordiality and acclaim his kind disposition and eminence deserved. And to Americans he has lately endeared himself anew by his funeral oration on General Grant in Westminster Abbey—one of the most eloquent tributes to the value of democracy as a school of valor and virtue, ever heard in England.

Contemporary Thought.

DR. WILLIAM T. HARRIS maintains in the *Journal of Education* that the industrial training in the public schools should be in the direction of æsthetic ornament. After asking the question, what is the general training that will help our foreign commerce? he replies: "The answer is that which the world's expositions have enforced during the past thirty years. Improve the finish of your goods; educate your labor in the correct principles of taste and the method of ornamenting goods and wares."—*Current.*

PROFESSOR HUXLEY affirms that if a man cannot get literary culture of the highest kind out of his Bible, Chaucer, Shakespeare, Milton, Hobbes, and Bishop Berkeley, he cannot get it out of anything, and he urges their study upon children. He believes the English-speaking people to be the only people who seem to think that composition comes by nature. The awakening of leading educators to the necessity of promoting the study of English in the schools has certainly been complete. Every one is in favor of it, and many colleges have already advanced it to the position it deserves.—*The Current.*

MR. WAKEMAN, the editor of *The Current* of Chicago, who recently disappeared mysteriously, seems to have acted in the main with discretion. Finding his mind becoming unsettled, he fled to a monastery, there, in perfect rest and quiet, to seek mental restoration. Those who know the labor he bestowed upon his journal, and the constant, wearing anxiety it caused him, will not be surprised at this explanation of his conduct. It is to be hoped that he will soon entirely regain his mental balance and return to *The Current*, which, in the meantime, is smoothly flowing on under other direction.—*Tribune.*

THERE are many deaf and dumb children whose parents are not aware of the liberal provision made by the Province for such afflicted ones. Every deaf and dumb child in Ontario, of suitable age and capacity, may have instruction and training in intellectual culture and in some useful occupation, by attending the Institution for the Deaf and Dumb, at Belleville. There were 240 pupils in attendance last session, but as a number completed their education and left in June, there was room for all for whom admission was desired when the institution re-opened this month. If this paragraph should meet the eye of any parent or guardian who has a deaf or dumb child who would like to send it to school where it can be equipped to overcome the disadvantages with which nature has endowed it, he should communicate with Mr. R. Mathcson, the superintendent of the school at Belleville.—*Smith's Falls Independent.*

THE late hazing performances at Princeton surpass anything of their kind recorded in recent years. Insult, personal violence and pecuniary loss have been inflicted upon many members of the Freshman class since the term began; and in some instances outrages have been committed that one would not like to describe in print. Dr. McCosh, Dean Murray, and indeed the Faculty and the Board of Trustees of Princeton doubtless realize the importance of redeeming the good name of this venerable college by punishing severely the perpetrators of these offences against good manners, decency and the law of New Jersey. It is not likely that legal proceedings can be invoked, for unfortunately the sufferers from the hazing deem it a point of honor not to tell the names of their assailants; but the college authorities to justify their discipline do not need the exact evidence required in a court of law; their course now toward the known offenders should not be marked by mistaken leniency.—*New York Tribune on Hazing at Princeton.*

FROM the earliest possible period John Ruskin was trained to depend on his own resources. Toys, at least the ornate productions passing under that name, were forbidden. "I had a bunch of keys to play with, as long as I was capable only of pleasure in what glittered and jingled," he tells us. Later, a cart, a ball, and some wooden blocks were provided.

"With these modest, but I still think, entirely sufficient possessions, and being always summarily whipped if I cried, did not do as I was bid, or tumbled on the stairs, I soon attained serene and secure methods of life and motion; and could pass my days contentedly in tracing the squares and comparing the colors of my carpet; examining the knots in the wood of the floor, or counting the bricks in the opposite houses; with rapturous intervals of excitement during the filling of the water-cart, through its leathern pipe, from the dripping iron post at the pavement edge."

He learned to read by getting an entire sentence by heart, memorizing words as he did patterns, in which effort he was assisted by a "real admiration of the look of printed type" which he copied for pleasure "as other children draw dogs and horses." At the age of five he was an eager patron of the circulating library.

"I had Walter Scott's novels and the Iliad (Pope's translation), for my only reading when I was a child, on week-days; on Sundays their effect was tempered by Robinson Crusoe and the Pilgrim's Progress. . . . Walter Scott and Pope's Homer were reading of my own selection, but my mother forced me, by steady daily toil, to learn long chapters of the Bible by heart; as well as to read it every syllable through, aloud, hard names and all, from Genesis to the Apocalypse, about once a year; and to that discipline—patient, accurate, and resolute—I owe, not only a knowledge of that book, which I find occasionally serviceable, but much of my general power of taking pains, and the best part of my taste in literature."—*Literary World on Ruskin's "Præterita."*

IN the autumn of 1868 Mr. Tennyson and the Rev. Charles Pritchard—Savilian Professor of Astronomy—were guests together in my house. A good deal of talk arose on speculative subjects, especially theology, and in the course of it the idea was suggested of founding a Theological Society, to discuss such questions after the manner and with the freedom of an ordinary scientific society. I volunteered to endeavor to bring such a body together if Mr. Tennyson and Mr. Pritchard would promise to belong to it, and I then consulted other friends, beginning with Dean Stanley, Dean Alford, Archbishop Manning, the Rev. James Martineau, the Bishop of Gloucester and Bristol, Dr. Ward of the "Dublin Review," Mr. R. H. Hutton of the "Spectator," and one or two more, finding them all willing to join. I next went to "the opposition," and, explaining our plan, found Professor Huxley, Professor Tyndall, Mr. Froude, Mr. Walter Bagehot, Sir John Lubbock, and others, equally ready to co-operate. The originally intended name of Theological Society was dropped in favor of "Metaphysical Society," under which full discussion of the largest range of topics from all points of view could be better insured, and on the 21st of April, 1869, we held our first meeting at Willis' Rooms. I remember Mr. Froude—who was among our first members—saying that, if we hung together for twelve months, it would be one of the most remarkable facts in history. But we "hung together" for nearly twelve years, meeting once a month, usually at an hotel, where, after dining together, a paper was read by some member, and afterward discussed. Mr. Tennyson's remark at an early meeting seemed always borne in mind—that "modern science ought, at any rate, to have taught us one thing—how to separate light from heat."—*From "The Metaphysical Society: A Reminiscence," by R. H. Hutton, in Popular Science Monthly for October. Prefatory note by the Editor of the Fortnightly.*

THE ornithologist has his cabinet of stuffed birds, the conchologist his shells, the herbalist his herbarium, and the "verbalist" his "errors." What should we do but for the writers of "erroneous" English—the goose-quills brandished by goose-quibblers who annually deluge us with ink black as night and wrathful with indignation over the twisted concords of poor humanity? A distinct class of intellectual detectives has grown up in the community, self-appointed, self-complacent, censorious, whose task is the purification of the Queen's English. Their "lines" usually do not fall in "pleasant places," for they carp and rail and correct perpetually; they compile an Index Expurgatorius of tabooed terms, and enter this, that, and the other word or expression in their black lists. And all this *sæva indignatio* over words, words, words! Lists in hundreds, chaptered and sub-divisioned, make up the rosters of these railing books which usually quarantine all new words or pigeon-hole them in hypercritical corners. Who writes "pure" English? Who ever wrote it? Not Dr. Johnson or Addison, Swift or Milton; Macaulay or Ruskin; for the writings of these folk are starred and daggered with "errors" —at least in the "error" books! Who then? The *dii minores* who compile black-lists, expurgatorial indexes and "errors"! In this school edition of Hodgson we have hundreds of inaccuracies "nailed"; grammatical wonders "buoyed," so to speak, so as to point out the sunken reefs below; miscellaneous misdemeanors "scotched" and "blazed" for the warning of passers by. Such a book will afford endless delight to the ingenious school-teacher who, "after-school," holds a *conversazione* on points in grammar and makes the symposial congregation vote on blunders by holding up their hands. "This is poison" may keep people from dangerous experimentation with liquids and solids; this is "bad English" may frighten an errant scribe into propriety; but we doubt on the whole whether "good English" was ever taught by the compilers of "bad,"—*The N.Y. Critic on a "School Edition of Hodgson's Errors in the Use of English," by J. D. Christie, M.A., St. Catharines.*

Notes and Comments.

A VERY interesting mathematical communication from Mr. D. F. H. Wilkins, M.A., B. App. Sc., has been received and is in type, but it is unfortunately crowded out this week.

THE following papers will appear in early numbers of the EDUCATIONAL WEEKLY: "Science in the Public Schools," by J. H. Farmer, M.A., Woodstock College; "Dr. Arnold's Pedagogy," by J. E. Wetherell, M.A., Principal Strathroy Coll. Institute; "Should Phonography be taught in our Public Schools?" by J. A. Monroe, M.A., Head Master, High School, Williamstown, and "Auxiliary Educationists: No. VIII., Mahlon Burwell, Esq., M.P.P.," by Dr. Hodgins.

MR. WILL CARLETON, the popular poet of home and farm life, one of whose poems from his new *City Ballads* we print on another page, has lately had a novel and startling experience. For several days, and at all hours of the day and night, he received at his home in Brooklyn a series of telegrams and letters from all parts of the country enquiring if he were dead! He had, too, the unique pleasure of reading several obituary notices of himself. It turned out, however, that it was an actor named William Carleton that was dead, and not the author of "Over the Hills to the Poorhouse."

THE meeting this year, at Aberdeen, of the British Association for the Advancement of Science, was made remarkable by the attention given at it to education and educational methods. The inaugural address by Sir Lyon Playfair has excited much interest among educators in both hemispheres. We have pleasure in announcing that the EDUCATIONAL WEEKLY will present its readers with two papers based upon that address, (1) "University Progress in Europe," by Dr. John George Hodgins, and (2) "Educational Ideals," by the Rev. Principal Grant, of the University of Queen's College. The first of these papers will appear in our next issue.

WE notice in an American exchange that Messrs. D. C. Heath & Co. will publish next month *Kinder- und Hausmärchen der Gebrüder Grimm*, edited by Mr. W. H. van der Smissen of University College, Toronto. The text will be in Roman type, and the orthography will follow the reformed usage in respect to dropping *h* after *t*. A Canadian edition of the book has already appeared. We congratulate Mr. van der Smissen upon his American publishers, as the books of the Messrs. Heath, as far as we have examined them, have all been well printed. A review of the *Kinder- und Hausmärchen* will appear in next week's EDUCATIONAL WEEKLY.

IN the annual report of Dr. McDiarmid, inspector of public schools for the county of Glengarry, we notice a remark that would scarcely be made by any inspector of the West: viz., That the high schools turn out each year a less number of teachers than are necessary to supply the vacancies caused by the retirement of those whose third-class certificates expire. As a result he finds it necessary frequently to apply to the Minister of Education for renewals. Dr. McDiarmid regrets the general indifference in his county of so many third-class teachers to professional advancement, notwithstanding the bonus of 200 marks which the Department offers to all appearing for re-examination.

WE could not help contrasting Dr. Farrar's lecture—so fraught with moral purpose, so honorable alike to scholarship and taste, so worthy of one whose calling it is to lead the people to righteousness—with the mountebank efforts with which the public ears have, of late, been tickled—of some so-called eminent preachers, whose main pleasure it seems to be to work off upon the lecture platform in the interests (as they pretend) of morality and culture, jokes and witticisms worn out with age, and only galvanized into life by the ludicrousness of their being used by reverend ministers long after they had been discarded by the end men of the variety shows. This is no idle animadversion. It is but too well founded upon recent occurrences.

WE have received from the author a copy of the *Law and Regulations Relating to Public School Trustees in Rural Sections, and to Public School Teachers and Other School Officers*, by J. George Hodgins, M.A., LL.D., Deputy Minister of Education. This is not a mere abstract of the statutes and regulations relating to public school trustees, but a carefully prepared digest, with every necessary explanation and cautionary comment that the most conscientious trustee could desire. Upon all critical points the decisions thereon of the High Court of Justice are appended and explained. Many of these decisions refer to contentions that could not possibly be provided for in a code, and could only be decided by the application of the general principles of law. We subjoin the table of contents to show the exhaustive nature of the manual: I. "The Office of Trustee"; II. "Powers and Duties of Trustees"; III. "Duties of a Secretary-Treasurer and Collector"; IV. "The Law Relating to Non-Residents"; V. "School Section Auditors—Accountability of Trustees"; VI. "Public School Meetings"; VII. "Selection of School Sites"; VIII. "Compulsory Attendance of Absentee Children"; IX. "Public School Teachers"; X. "Superannuation of School Teachers"; XI. "Relation of Inspectors to Public School Teachers"; XII. "Schools in Unorganized Townships"; XIII. "General Provisions of the Law, Applicable to all Schools"; XIV. "School Terms, Holidays and Vacations"; XV. "County Model Schools"; XVI. Teachers' Institutes"; XVII. "Teachers' Associations." The author has added a very carefully prepared analytical index. We recommend the book to all who wish to have beside them a complete "ready reference" of school law.

MR. WILLIAM HOUSTON, whose name is familiar to all our readers, is one of the most active writers for the public press that we have in Ontario. We take up scarcely an important exchange without finding one of Mr. Houston's thoughtful and forcible expositions of the views he holds. It is as an educationist, however, that Mr. Houston is making his influence most felt. He is trying, and with success, to secure for English the same recognition on the part of educators that ancient and foreign tongues receive, and, at the same time, improved and more philosophic methods of study. We reprint from *Kosmos* a strong plea made by him for the study of Anglo-Saxon, or as it is now called, "Old English," in the university. Mr. Houston is not a mere theorist. He never advocates change without being ready with a practical scheme for adoption and use. He has just prepared for submission to the Senate of Toronto a curriculum in old and modern English of which the principal objects aimed at are as follows:—

1. To make English more prominent than it has hitherto been, partly because of its intrinsic value as a course of study, and partly to keep the Provincial University abreast of other universities in English scholarship.
2. To secure for every undergraduate in the university:
   - (*a*) A thoroughly practical training in English prose composition, and an intimate acquaintance with several English prose masterpieces.
   - (*b*) A comprehensive course of classical English poetry, including (subsequent to matriculation) works of Shakespeare, Milton, Dryden, Pope, Cowper, and Spenser.
   - (*c*) A complete view of the history and development of English literature, the poetical texts of the third and fourth years being selected entirely from authors of the historical periods assigned to those years respectively.
   - (*d*) A fair knowledge of the history and philology of the English language, as well as of its grammar, rhetoric, and prosody.
3. To secure for those who desire a more thorough course:
   - (*a*) A more minute acquaintance with the works of at least two poets of the present century in the second year, of Milton in the third, and of Shakespeare in the fourth.
   - (*b*) A practical study of old and dialectal English by means of Anglo-Saxon and more recent texts, including selections from Chaucer and Burns.
   - (*c*) The benefit of constant reference to the most approved treatises on English philology, including Anglo-Saxon, English, Scottish, and Shakespearean lexicons.

It needs only be added that the curriculum is both wide and deep, and that its adoption would place English in the university, where it should be, on a level with ancient and foreign tongues.

Literature and Science.

THE REUNION.

JOHN G. WHITTIER.

[The reunion of the class of 1827 of the old Haverhill Academy, of which the poet Whittier was a member, was held at Haverhill, Mass., Sept. 10. Mr. Whittier arrived early in the morning and received many callers in the course of the day. He read the following poem as part of the exercises.]

THE gulf of seven and fifty years
We stretch our welcoming hands across,
The distance but a pebble's toss
Between us and our youth appears.

For, in life's school we linger on—
The remnant of a once full list,
Conning our lessons undismissed,
With faces to the setting sun.

And some have gone the unknown way,
And some await the call to rest;
Who knoweth whether it is best,
For those who went, or those who stay?

And yet, despite of loss and ill,
If faith and love and hope remain,
Our length of days is not in vain,
And life is well worth living still.

Still to a gracious Providence
The thanks of grateful hearts are due,
For blessings when our lives were new—
For all the good vouchsafed us since.

The pain that spared us sorer hurt,
The wish denied, the purpose crossed,
And pleasure's fond occasions lost,
Were mercies to our small desert.

'Tis something that we wander back,
Gray pilgrims to our ancient ways,
And tender memories of old days
Walk with [illegible] by the Merrimac—

That even in life's afternoon
A sense of youth comes back again,
As through this cool September rain
The still green woodlands dream of June.

The eyes grown dim to present things,
Have keener sight for bygone years;
And sweet and clear in deafening ears
The bird that sang at morning sings.

Dear comrades scattered wide and far,
Send from their homes their kindly word,
And dearer ones unseen, unheard,
Smile on us from some heavenly star.

For life and death with God are one,
Unchanged by seeming change; His care
And love are round us here and there;
He breaks no thread His hand has spun.

Soul touches soul, the muster roll
Of life eternal has no gaps;
And after half a century's lapse
Our school-day ranks are closed and whole.

Hail and farewell! We go our way—
Where shadows end, we trust, in light,
The star that ushers in the night
Is herald also of the day.

*FARMER AND WHEEL; OR, THE NEW LOCHINVAR.**

BY WILL CARLETON.

I.

I was hoeing in my corn field, on a spring day, just at noon,
And a-hearkin' in my stomach for the dinner-trumpet's tune,
And reflectin', when my daughter should be married, 'twould be best
She should take Josiah Baker's son, who joins me on the west,
And consolidate our acres into one immense abode,
When my hired man says, "By ginger, look a-yender down the road!"

"Well," I says, "my goodness gracious! things *is* rather overgrown,
When a buggy wheel gets loosened and goes runnin' 'round alone."
But my man he says, "By ginger!" (as the critter nearer came)
Don't you see that there's a feller on a-straddle of the same?"
An' it *was* as nice a shaver as you'd see 'most any day,
Who was travellin' through the country in that onexpected way.

He was rather young an' han'some, an' as smilin' as you please,
An' his pants they signed a contract with his stockin's at the knees;
An' he had a pair o' treadles some'at underneath his seat,
So's to run the queer contraption by a workin' of his feet;
An' the sun descended on it in a manner warm an' bright:
'Twas as sing'lar as a circus, and as interestin' sight.

When, as fate was bound to have it, on that quite partic'lar morn,
There was somethin' was the matter with my folks's dinner-horn;
And the hired girl, when she tried to, couldn't blow it very well,
For to call us in to dinner—so she sent my daughter Belle,
Who came up just at that minute—nice a girl as could be found;
An' this fellow looked her over, an' came smashin' to the ground.

Smash to bang he came a-floppin'—wheel an' stockin's, pants an' all;
An' I run to him, remarkin', "You have caught a dreadful fall."
An' my daughter hovered round him, tremblin' with her she-alarms,
Lookin' just as if she'd like to some'at take him in her arms;
But he glanced up, faintly smilin', and he gaspin'ly replied,
"I am only hurt intern'lly" (which I s'pose he meant inside).

And we packed him on the stone-boat, an' then drove him to the house,
An' he lay there on the sofa, still an' quiet as a mouse;
An' he would not have a doctor; but he called my daughter Belle,
An' then laughed an' chatted with her, like a person gettin' well;
An' along late in the evenin', I suppose, he went away;
For he wasn't there next mornin', an' Belle hadn't a word to say.

An' he left two silver dollars in an easy-noticed spot,
For to pay us for his passage on the stone-boat, like as not;
An' 'twas quite enough equivalent for his transitory stay;
But whate'er he might have left us, still he carried more away;
For my daughter Belle grew absent, glanced at every sound she heard,
And Josiah Baker, Junior, couldn't get a civil word.

II.

I was workin' in my meadow, on a blazin' summer's day,
When my son-in-law by contract came a-runnin' 'cross the way,
And remarked, "It's been a bargain—for how long I needn't tell—
That these two farms should be married—as should also me an' Belle;
An' how much the indications indicate that that 'll be,
If you'll come down here a minute, you will have a chance to see."

An' he led me 'cross the fallow, underneath some picnic trees,
Where my gal an' that wheel fellow sat as cosy as you please;
An' she'd put some flowers an' ribbons on the wheel, to make a show,
An' they'd been a shakin' hands there, an' forgotten to let go;
An' she sort o' made a chair-back of the fellow's other arm,
With no 'parent recollection of Josiah Baker's farm.

Then we walked around front of 'em, an' I says, "You're very fine;
But this gal that you are courtin' is Josiah's gal and mine;
You're a mighty breechy critter, and are trespassin' all round;
Why this very grove you sit in is Josiah's father's ground."
Then he rose up, stiff an' civil, an' helped Belle across the stile,
Also put the masheen over, with a queer but quiet smile;

And he stood there like a colonel, with her tremblin' on his arm,
And remarked: "I beg your pardon, if I've done you any harm.
But so far as 'trespass' matters, I've relieved you of that load,
Since the place I now am standing is, I think, the public road.

* From *City Ballads*. By Will Carleton. Harper and Brothers, New York, 1885.

And this very sweet young lady, you in one sense yours may call,
But she's mine, sir, in another—and Josiah's not at all.
"I'll escort this lady home, sir, leave my wheel here in your care,
And come back in fifteen minutes to arrange the whole affair.
And please do not touch the 'cycle'—'tis as yet without a flaw,
And I do not want a quarrel with my future father-in-law;
If this Mr. Baker junior follows up his glances, though,
With his fingers, I will thrash him till he thinks his cake is dough."

Then he left us both suspectin' that he'd rather got the start,
And the acres of the daddies seemed increasin'ly apart;
An' we didn't wait to see him; but with one impatient jerk,
We shook our heads in concert, an' went back unto our work;
An' I couldn't help reflectin', "He is steady like, an' cool,
An' that wheel may be a folly, but it didn't bring a fool."

III.

I was on my stoop a-restin', on a hazy autumn day,
Rather drowsy from a dinner that had just been stowed away,
And regrettin', when old Baker's an' my homestead j'ined in one,
That he wasn't to furnish daughter, an' I wasn't to furnish son,
So's to have my name continued, 'stead of lettin' it go down,
When Josiah Baker, Junior, came a-drivin' home from town.

And a little ways behind him came that wheel scamp, ridin' hard,
And they both at once alighted, an' come walkin' through the yard;
When, as fate was bound to have it, also came my daughter Belle
From a visit in some neighbor's, lookin' very sweet an' well;
An' they stood there all together—that 'ere strange, dissimilar three,
An' remained in one position—lookin' steady down at me.

Then Josiah spoke up loudly, in a kind o' sudden pet,
"If this gal an' I's to marry, it is time the day was set!
For that one-wheel feller's always 'round here courtin', on the fly,
An' they say she rides out with him, in the night-time, on the sly;
Father'll give us board an' victuals, you can give her land an' dower,
Wherefore, if she wants to have me, please to set the day an' hour."

Then the wheel scamp spoke up quiet, but as if the words he meant:
"*I* would like to wed your daughter, an' have come for your consent.
She is very dear to me, sir, when we walk or when we ride;
And, I think, is not unwilling to become my cherished bride.
I can give her love and honor, and I ask of you no dower;
Wherefore, please bestow your blessing; *we* have set the day and hour."

Then I might have told my daughter that *she* now could have the floor,
And remarked that on this question there should be just one speech more;
But I rendered my decision in a flame of righteous rage,
And I shouted, "You'd no business for to court or to engage!
This 'ere gal has long been spoke for; an' you'll please to clamber on
Your old hind-wheel of a buggy, an' for evermore be gone!"

Then he picked up Belle quite sudden, an' made swiftly for the gate,
An' I formed a move to stop 'em, but was most perplexin' late;
He had fixed a small side-saddle on his everlastin' wheel,
So that she could ride behind him (clingin' 'round him a good deal);
An' straight down the Beebe turnpike like a pair o' birds they flew
Toward a preacher's who had married almost every one he knew.

"Stop 'em! head 'em! chase 'em! catch 'em!" I commanded, very vexed;
"They'll be hustlin' off our daughters on a stream o' lightnin', next!"
An' we took Josiah's wagon, an' his old grey spavined mare,
An' proceeded for to chase 'em, with no extra time to spare;
An' Josiah whipped an' shouted—it was such a dismal pitch—
An' kept just so far behind 'em, but we couldn't gain an inch!

Down the turnpike road we rattled; an' some fellows loudly cried:
"Go it, Baker, or you'll loose her! Ten to one upon the bride!"
An' I fumed an' yelled an' whistled, an' commanded them to halt,
An' the fact we couldn't catch 'em wasn't Josiah Baker's fault;
But he murmured, "I am makin' father's mare into a wreck,
Just to see my gal a-huggin' round another feller's neck!"

An' they rushed into that preacher's, maybe twenty rods ahead,
An' before I reached the altar, all their marriage vows was said;
And I smashed in wildly, just as they was lettin' go o' han's,
An' remarked, in tones of sternness, "I hereby forbid the banns!"
While Josiah Baker, Junior, close behind me meekly came,
Saying, "Were my father present, he would doubtless do the same."
But they turned to me a-smilin', an' she hangin' on his arm,
An' he said: "I beg your pardon; let Josiah have the farm.
We've accomplished the sweet object for which we so long have striven,
And, as usual in such cases, are prepared to be forgiven."
An' the whole thing seemed so funny, when I thought of it awhile,
That I looked 'em both all over, an' then blessed 'em with a smile.

Then Josiah Baker, Junior, took his spavined mare for home,
And 'twas difficult decidin' which indulged the most in foam;
And he said, "I'll drive alone, sir, if the same you do not mind;
An' your son an' daughter Wheeler maybe'll take you on behind."
An' he yelled, while disappearing, with a large smile on his mouth,
"I kin get a gal whose father jines my father on the south!"

IV.

I was workin' in my wood-house, on a snowy winter day,
And reflectin' on a letter that had lately come our way,
How that Belle had every blessin' that a married gal could need,
An' had bought her two twin daughters a small-sized velocipede,
When the thought came stealin' through me, "Well, so far as I can see,
In the line of love and lovin', what's to be is apt to be."

Mr. Mowbray Morris succeeds to the editorship of *Macmillan*. Mr. Mowbray Morris used to write dramatic criticisms for the *Times*. He republished some of them in a volume and in a preface to this volume informed a bewildered public that the most of the dramatic criticisms of the London daily press not written by himself derived their inspiration from the chicken and champagne of the actors.

Mr. John Morley, I hear, has resigned the editorship of *Macmillan's Magazine*, which he has held since he quitted the *Fortnightly*, now in charge of Mr. Escott. I know nothing of the reasons which led Mr. Morley to this step, but his friends will not regret it. He was out of place in the chair of such a periodical; a periodical which has always been respectable and nothing more. Mr. Morley has not succeeded in raising it much above its old level. Like other things, magazines run pretty much in grooves. Traditions are not to be lightly shaken off, and Mr. Morley never, I think, succeeded in transferring to Bedford St. the body of readers he had gathered about him in his former post. Probably he did not try. His name never appeared as editor. The initiated knew that the "Review of the Month" in *Macmillan* was by the same hand as the former "Review of the Month" in the *Fortnightly*. It was not less able or less individual, but it made nothing like the same impression on public opinion. The pulpit matters as well as the preacher.—*G. W. Smalley, in N. Y. Tribune.*

Educational Opinion.

THE HISTORICAL DEVELOPMENT OF EDUCATION.

BY DAVID ALLISON, LL.D.,
Superintendent of Education for the Province of Nova Scotia.

(Continued from page 620.)

WE are professing, however, to view the subject in the light of historical inquiry. Well, so far as much of the past is concerned, the value of the results of such inquiry is of a purely negative character. We learn the importance of truly philosophical theories and methods of education by observing what has taken place where they have been absent, just as we learn the value of scientific systems of agriculture by noticing the sterility and desolation to which empirical farming always leads. It ought, however, to be a cause of real gratification that through the slow and often almost untraceable evolution of the ages, we have reached in these last days at least an approximation to a definitely formulated SCIENCE OF EDUCATION. It must be admitted that of the educating races of the world, our own has had perhaps the least to do with aiding this development, and is by no means among the foremost in recognizing its importance now. Many highly educated Englishmen, and some highly educated Canadians, too, I fear, are prepared to smile incredulously when told that psychological research has brought to light a science of whose laws all rational methods of instruction are simply the practical applications. But it is obvious that unless the human mind is utterly without law in respect to the operation of its faculties, such a science must exist *potentially*, and we have reason to be grateful for the degree of fulness and precision with which its principles have been *actually developed.*

A recent writer expresses the opinion that "in spite of the great advances which have been made of late years, the *Science* of education is still far in advance of the *Art*, schoolmasters still teaching subjects which have been universally condemned by educational authorities for the last two hundred years, and the education of every public school being a farrago of rules, principles, and customs belonging to every age of teaching." To this we may say that it is a great thing to have the science, even if the art yet lags so far behind. Something like this might with some truth be said of the relation of every art to its kindred science. But if this be specially true in respect of the science and art of education, the reasons are not far to seek. Education is young; the sciences with which the comparison is concerned are old. The correct application of their principles has been carefully studied out by long processes of induction including centuries in their sweep. Law, medicine, and theology have thus been patiently investigated amid the inspirations and opportunities of famous universities. It may indeed be said that some of the particular problems connected with education excited attention even in the earliest times. So they did. The acute and perspicacious intellect of that great speculative thinker, Plato, anticipated some of the positive conclusions of modern educational science. Aristotle and Quinctilian grasped and enunciated valuable principles worthy of being incorporated in "the body of sound doctrine." But these early attempts at systematizing the principles of education were lost sight of during that long period of dense obscuration when men with difficulty retained in their vision even the rudimentary shapes of learning. With reviving culture naturally the first question was, "*What* shall we study?" not, "*How* shall we study?" But in time the inductive spirit generated by Bacon did its work. Patient minds traced out the idea of education as something having a definable scientific basis, something immeasurably transcending routine varied only by empirical gropings in the dark. Unfortunately this new theory received but scant countenance at the great seats of learning. The universities had lost the freshness of the Renaissance impulse and too generally had given themselves up to the spirit of ease. Individual names of great eminence consecrated the new science, but the task of evolving its principles and methods fell chiefly to the lot of a few lonely investigators, working apart and often repeating each other's discoveries, without in many cases proper opportunities for broad, reliable inductions, and thus led to propound as educational axioms absurd paradoxes which fuller observation would have reduced to the limits and proportions of reason.

Admitting the thousand imperfections that still attach to the methods of our schoolrooms, who can overestimate the importance of this grand development? Who does not see that it is to the recognition of education as a science, with practical methods corresponding to its theoretical principles, that we owe all that is most hopeful in our present condition and outlook, our professionally trained teachers, our kindergartens, our object lessons, our teaching of grammar by practice, and of science by observation and experiment, not to omit the aspirations which are cherished for some really effective mode of intermingling in our schools the literary and industrial features of education? It is easy, and right, too, to regret that all teaching is not natural, sympathetic, efficacious: that so much of it is mechanical, traditional, haphazard, a case of "the blind leading the blind." But a broad view inspires hopefulness. False and unnatural methods are at least beginning to die out, and even the fact that they are rooted and grounded in the tenacious soil of human inertia cannot secure their permanent vitality.

3. The last topic to which I propose to refer is the *relation of education to the State.* Dealing with this subject in its historical aspects, I am not called on to discuss the abstract principle of the obligation of a state to provide for the education of its youth—its future citizens. Whatever differences of opinion exist among those who recognize the general validity of that obligation, as to the precise theoretical grounds on which it rests, and whatever diversities of practice may prevail as to the mode and limits that govern the application of the principle, this much at least is clear, that the civilized nations of modern times agree to treat education as a national necessity. Some state systems of education are more elastic, more tolerant of agencies outside of state control, than others, but the universal law of nations recognizes the instruction of youth as a matter within the proper scope of public authority, and as thus prescribing specific duties to the national understanding and conscience. Legislation ordains systematic provision for organizing and operating the forces of education, establishes regulative principles for their education, and in many cases enforces by positive statute the use of the opportunities thus provided. My purpose being historical rather than controversial, I content myself with two brief observations. The assailants of the theory of a state control of education find themselves confronted by the almost insuperable difficulty of laying down lines and principles of attack, which do not virtually involve the annihilation of the elementary ideas of national existence and authority. To this may be added a simple statement of the fact that the forces which have operated in some countries and in certain states of society to retard the full development of that theory, are manifestly growing weaker and weaker. The obvious tendency is towards a completer nationalization of education.

But how does this question stand related to history? We are without opportunity for thoroughly studying in their organic character the educational instrumentalities of the ancient nations. The schools of Greece and Rome, if not strictly *state* schools, were certainly secular in the sense of providing a course of training for the general duties of citizenship, without reference to special cult or any ecclesiastical function. And being of this character, instruments designed to furnish a culture necessary for all, we naturally find no historical grounds for supposing that in the earliest centuries of Christendom, advantage was not taken of

their facilities by Christians as well as others. The steps by which education came in after times chiefly within the control of a particular class, the clergy, I need not trace minutely. The tremendous cataclysm which swept away the Roman Empire swept with it all vestiges of an organized system of public instruction. The cause of learning had been lost but for the fidelity to its interests of those who ministered at the altar. It is not enough to say that in those ages of upheaval and dissolution the Church was the agency best adapted to foster intellectual training. As respects many centuries, a comparative mode of speech is out of the question. There was no other agency. But for the efforts of pious churchmen society would have been absolutely overwhelmed by the deluge of barbarism. Undoubtedly their primary impulse to educational work was a moral and religious one. Conditioned to a narrow field of effort, shut up to do only a part of that which was desirable, it was natural and right that they should lay the chief emphasis on what was of the highest import. But it would be to defame the Church of these troublous times to say that she had not a distinct conception of the value of education in itself and for its own sake. You search her annals in vain for any trace of sympathy with the notion which magazine writers of our own day have undertaken to sustain, that the spread of popular education tends to the increase of crime. She looked upon *intellectual* as the natural ally of *moral* culture; and this view determined her policy in dealing with the barbarous people for whose salvation she labored. Her watchwords did not anticipate the modern maxim, "If you educate a man's intellect only, you but make him the greater scoundrel," a maxim capable of a true sense, indeed, but too often quoted, I fear, in support of the God-dishonoring falsehood that the pursuit of so-called secular knowledge has a *per se* tendency towards moral depravation.

But erroneous conclusions must not be drawn from the admitted relations of the Church of the Middle Ages to education. The efforts to which I have referred did not proceed on the score of a theoretical repudiation of the right of the State to interest itself in the same subject. The Church simply recognized the duty that devolved on herself, and, with exceedingly limited agencies at command, discharged that duty in such a manner as to evoke the admiration and the gratitude of succeeding ages. But when at times the idea of nationality came forth into special prominence, and great rulers like Alfred and Charlemagne had help to offer, she freely yielded to the representatives of the State the right to direct the currents of national education. There are far better historical grounds for regarding our noble Saxon king as the inventor of "compulsory education" than as the originator of "trial by jury" or founder of the University of Oxford. As for Charlemagne, the great organizing genius of the central mediæval period, while many of his plans perished with himself, the schools which he founded survived the wreck of his imperial policy and became permanently incorporated in the general structure of European society.

Much the same lesson is taught by the history of the universities of Europe, those famous institutions whose degrees, "the stamp and seal of profound erudition," were once in as high esteem as a patent of nobility, or even as "the Golden Rose" itself. In their earliest manifestations, as is well known, they were not the product of religious impulses or ecclesiastical decrees at all. They owed their origin to clearly traceable historical causes, events which filled Europe with a new race of scholars, and brought those scholars together at various points for the purposes of mutual aid, comfort, and protection. And when at a later period the universities received the patronage, and came, to a greater or less extent, under the control of the Church, there was a collateral development of a relation to the State in which each institution was planted. In process of time the universities, as a rule, became distinctive national institutions; without them the national life and activity were felt to be unorganized and incomplete. Speaking generally, the national *note* or characteristic is retained by the universities of Europe until this day. They are part of the organized life of the nation, and while accumulating and distributing the priceless treasures of learning, they play an important part in developing the impulses of patriotism.

We thus see that in the Old World the development of the doctrine of State interference in primary education was subsequent to a long settled practice of founding and liberally endowing institutions, providing special culture for the few. On this continent the manner and order of evolution have, to a certain extent, been different. Here alongside of a practically unanimous recognition of the right of the State to direct elementary education, there has grown up a theory that beyond that sphere national interposition in uncalled for and improper. Conspicuous cases may be quoted to show that this theory is not universally held either in the United States or Canada, but that it has been determinative of the educational policy of large sections of the people there can be no doubt. Is it a sound one? Mature reflection has convinced me that it is not. This is assuredly a case of "*all* or *nothing*." The regulative right which is theoretically admitted in respect to the education of *children* cannot be denied in respect to the education of *young men and women*. Frame any theory you like to justify state interposition and control in education at all, and it will logically include the whole reach and scope of education, or it will be found wanting as a theory altogether. Even assuming that as one who would

> "A hair divide
> Betwixt the nor' and nor'west side,"

we had found the theoretical limit of national right and responsibility, who can undertake to draw the line practically with any assurance of accuracy? Who, amid the changing conditions of industrial and social life, can venture authoritatively to say to the State: "Thus far shalt thou come but no farther"? The fact that many of the high schools of to-day are better equipped and manned than many universities were forty years ago, would suggest the inference that the line between what the State may rightfully do and *not* do in the matter of education shift with the progress of civilization!

So much on the score of theory. Those who object to my conclusions can point to justly distinguished seats of learning, such as McGill, or Queen's, or Victoria, built up by the purely voluntary efforts of private individuals or religious denominations. But it is quite possible that some, or even all, of these institutions owed their origin to the failure of the State to discharge its obligations in respect to higher education. If so, the fact simply increases the claim of such universities and their founders on our admiration and regard. But I am prepared to contend for the general principle that it is undesirable to cut university education adrift from the corporate national life altogether, that by doing so we needlessly sacrifice elements of power which every true patriot should take into account. While admitting the impossibility of sketching a typical university that would suit all lands alike, and that the conditions of each country must largely determine the molds in which its institutions should be cast, I venture to think that the neighboring Republic suffers greatly from the "free and easy" voluntaryism that characterizes its university system. An American college president—Dr. Barnard, of Columbia—after referring to the rigid control exercised by the Governments of Europe over the erection of universities, states the results as follows:—"The sources of honor are so few, their characters are so high, they embody a learning so profound, their teachers are, in general, so celebrated and of so universally recognized authority, and finally the tests to which they subject aspirants are so rigorous, that a certificate of proficiency received from them has a meaning that all the world can understand."

(*Continued on page 636.*)

TORONTO
THURSDAY, OCTOBER 1, 1885.

DRAWING IN PUBLIC SCHOOLS.

ART is of two kinds, (1) representative, (2) idealistic. In its rudimentary stage it simply portrays objects. It is a sort of manual photography. It presents an image directly—words, however skilfully put together, only imperfectly succeed in doing this. Language and art are both means of expression: but art is concrete, objective, vivid, real, apprehendible; whilst language is abstract, subjective, dim, spectral, illusory. Whatever utilitarian arguments there are for making language an object of study, the same exist for art. As a means of expression, art is older than language; and though it has been much neglected, its claim for general recognition is as strong, being based equally upon its utility and upon its value as a means of mental development and discipline.

Art, which is simply representative, is, as we have said, but rudimentary. It soon enters the realm of the ideal, however; and, as the imagination delights rather in what is beautiful than in what is base, it thus becomes both ministrant to our taste and a means of developing and fostering it. Howsoever humble, then, may be our knowledge of art, however short the time we may have devoted ourselves to it, we reap a gain not only directly in discipline and faculty but also in that sharpening of our æsthetic sense which contributes to our capacity of enjoyment, and what is, perhaps, in this utilitarian day, of more consequence, to our capacity of remunerative production.

Of all the arts, drawing is the simplest, and the most easily put into practical use. It lies at the threshold of art study; painting is, or ought to be, but a development of it —various colors being used instead of a monochromatic medium.

Speaking then of Drawing, as for our purpose, synonymous with Art, our first contention is, that it should be taught in all schools: (1) in that it is a means of expression scarcely inferior to language in any respect, superior to it in many respects—like language, affording full opportunity for the development of perception, comparison, judgment, reason—and unlike it and beyond it, in respect of its power of developing manual dexterity; (2) in that it becomes to those who acquire some facility in it, a direct benefit, a utility, an equipment for life, a personal advantage, which enables them to do better work, to work more easily and more remuneratively, to undertake superior work and to accomplish it more satisfactorily, than they could had they not acquired such facility; and (3) in that the study of drawing develops the sense for beauty, and the æsthetic faculty, *i.e.*, not only gives one a keener relish for what is beautiful in nature and art, and makes one more watchful for it, more quick to perceive it, more fitted to enjoy it, but also gives one some capacity of art production, makes one's work finer, more tasteful, more graceful, more attractive to the cultivated mind, more easily comparable with the artistic work of others —in fine, in that it places one on a higher level both for enjoyment and appreciation, and betters one's capabilities for remunerative production.

Our second contention is, that art education, or in our restricted sense, the study of drawing, must begin at a very early age. There are reasons for this, obvious enough to any one. We shall only illustrate our statement by a simple comparison. As we have said, art is to be studied, as language is, as a means of expression. That is the first reason, a severely utilitarian one, for putting art upon the school curriculum. When once the faculty of art expression is developed, it becomes, as we have seen, æsthetic, and thereby ministers directly to the weal of those who possess it, by making what they do, and can do, to be of greater marketable value than what others do. This is another reason, utilitarian also, for putting art study on the school programme. But if the faculty of expression in art is to be as immediately available, as flexible, as directly and simply useful, as that of language, art will certainly need the attention of the mind at an early age, and the constant application of the mind to it for many years—just as language requires this early attention and constant application. If French, for example, were supposed necessary as a means of expression, as a means of instantly giving one's thoughts substance and shape, to secure a generally useful result, *i.e.*, to ensure that everyone should possess this facility of thinking and speaking in French, then the study of that language would have to be begun in all our schools at a very early age and, moreover, would have to be continued throughout the whole school period. So with drawing, or any other form of art expression.

The indispensableness of drawing to a primary school code is now all but universally acknowledged. The School Board of London has lately added it to the list of obligatory subjects for girls—it having, long since, been obligatory upon boys. The school boards of the United States have for many years been accustomed to rank drawing next in importance to the "three R's," and art study has made astonishing progress in consequence, more especially in the large cities, as Boston, Philadelphia, St. Louis, Chicago. The most recent development in the teaching of drawing is the general recognition of its importance as a means of expression; of conveying from mind to mind impressions and conceptions of *things*. That is, drawing is begun at its *primary*, rather than at its secondary stage. Hence *object* drawing, rather the imitation of flat copies, is that which now absorbs most attention of teacher and pupil.

In Ontario we are not behind, although we are not very far to the fore. Drawing has just been made an obligatory subject in all schools, but our art ideas are crude, and art expression is almost impossible to the great mass of instructors. A beginning has been made, but much of it has been the result of misplaced and ill-directed energy.

With us every sort of study derives its character from the examinations of the Education Department; and these, from the very lack of art culture which exists among us, have been somewhat ill-devised. As in music, so in drawing, a knowledge of advanced technicalities (good enough in their place) has been asked for, rather than the possession of some faculty of art expression, however small. There is no one to blame. When pupils, teachers, examiners, are alike untaught and unskilled, the start must necessarily be made "all along the line"; and perhaps there will be some bad starts. But the examination papers should be improved. In drawing, as in every art, it is the letter that killeth: the spirit that giveth life. It must be learned like any other language, by imitation, correction of mistakes, further imitation, daily practice, repeated endeavor, and finally by critical study and the application of scientific principles. But until our teachers can represent simple objects of nature or manufacture, so as to be identified without label, it is of little

use that they shall be examined in the mathematical intricacies of perspective. Let them stick to their algebra. In studying *it* at least, they are not being deceived to think they are following art.

Art education must commence in the primary school — in the kindergarten. Teachers skilled in art expression cannot now be had but for few schools. This want is being gradually supplied by means of the happily conceived summer schools of art instruction, established by the Education Department; by the evening classes of the mechanics' institutes; and by the normal schools.

But the students of the normal schools have, unfortunately, but little experience in art expression, before they enter; and they have too little time to devote to drawing after entering. They should not be expected to obtain in their normal school course, more than some glimmering idea of the way in which drawing should be taught to primary pupils. Far better that they should obtain some little knowledge of this kind, some little practical experience of art expression, some correct notion of the way in which drawing lessons may be made attractive to children, and of the proper use of the drawing-books which are now authorized for use in public schools, than that they should spend their time in preparing for a difficult examination, almost entirely mathematical, on a subject that is nominally drawing, but which differs as much from the drawing they will have to teach in public schools as trigonometry differs from laying out a garden plot. Until the whole character of art work in schools is changed, until the time comes when teachers shall have practised drawing from their first school days to the time they enter the normal schools, it will be far better to make the art work done in the normal schools bear as directly as possible upon future school work, and as little as possible upon such examinations as have been in vogue.

In the meantime the summer art schools should be continued, and teachers encouraged to attend them. The supply of trained teachers will in this way be getting greater and greater every year.

In our next we shall consider a means by which more public attention may be directed to the art work now done in our schools, and a healthful stimulus be given to the study of drawing, both as an imitative art and as a branch of designing.

OUR EXCHANGES.

The *Current* for last week has one of Wm. Houston's characteristic articles: this one being entitled "Improving the English Language," also a valuable educational article on "Newspapers in the Schools."

The *Critic* (New York: J. L. & J. B. Gilder, editors), is one of the most valuable, as it is one of the most excellent, of papers devoted purely to criticism. We find ourselves often indebted to the *Critic* for our literary and other selections.

The *Atlantic*, for September, continues its excellent series announced last week. "The Ogre of Ha Ha Bay" will have an interest for all Canadians, especially those who have "done" the Saguenay. The "Review of Recent American Fiction" is a bright and sparkling piece of criticism.

Harper's Young People is a favorite of now six years' standing. It is an illustrated weekly of 20 pp., published at $2.00. Its matter is all original and copyrighted, and for the delectation of its young patrons the best artists and writers are engaged. In freshness, daintiness, fancy, imagination, artistic elegance, and downright usefulness withal, it is one of the best papers parents could desire for their children's daily use.

Treasure Trove, for September (New York: E. L. Kellogg & Co., $1.00 a year), comes to us in its new form, having been enlarged by the incorporation with it of the *Pupils' Companion* to a very respectable volume of 36 pp. Its literary matter is very varied, and is both wholesome and interesting. Much of it is original, and its selected matter has been chosen with great taste. We can cordially recommend *Treasure Trove* as a bright, readable, and useful magazine for young folks.

The *Chautauquan*, the organ of the "Chautauqua Literary and Scientific Circle," owes to its enormous circulation the marvellous cheapness of its price, being only $1.50 a year. The October number is excellent in every way, its most notable article being, "How to Live," by the veteran writer, Edward Everett Hale, which is being quoted in almost every paper published. We hope to present to our readers very soon Dr. Smith's paper on "John Bright," one of the best features of this number.

Education, for September-October, follows close upon the heels of its predecessor. We shall always quote its contents that our readers may have an index to the excellent things of this most substantial of educational serial publications. The numbers of the present issue are:—1. "What is the True Function of a Normal School?" Thomas J. Morgan, Principal Normal School, Rhode Island; 2. "Teaching History in Secondary Schools," Harry Pratt Judson, University of Minnesota; 3. "About the Minds of Little Children," Rev. M. A. Powers, S.J.; 4. "What an American University Should Be," President James McCosh; 5. "The New Education in the New South," A. D. Mayo; 6. "Notes on the Educational Exhibit at New Orleans," F. Louis Soldan; 7. "A Brief Review of German Spelling Reform," Otto Wollermann; 8. "Changes From King James' English," Henry A. Ford, Detroit.

The *Popular Science Monthly* (New York: D. Appleton & Co., $5.00 a year) is the most readable and the most purposeful of scientific periodicals. Its editors, the Messrs. Youmans, have very definite views of the part science should play in the world of thought, and especially in education. As a purely educational paper, it is one of the best, for though not intended to be in any way a compendium for the teacher's desk, it supplies the progressive teacher with the most advanced ideas respecting teaching as a science. The number for October contains an educational article by Miss Youmans on the "Early Study of Plants," "The Doctrine of Comets," by President White, a very interesting paper on the "White Ants" by Professor Drummond, one equally interesting on the "Solar Corona" by the celebrated spectroscopist, William Huggins, and many other excellent contributions. The article to which the non-scientific reader will turn with most expectation, and which he will certainly read without disappointment, is Mr. R. H. Hutton's account of the celebrated "Metaphysical Society" of London, of which were members the most eminent men of England, in theology, science, philosophy, politics, and literature.

BOOKS RECEIVED.

A Practical Arithmetic, by G. A. Wentworth, A.M., of Phillips' Exeter Academy, and Rev. Thomas Hill, D.D., LL.D., ex-president of Harvard College. Boston: Ginn & Company.

Twelfth Night, or What You Will; Shakespeare's select plays; edited by William Aldis Wright, M.A., LL.D. Clarendon Press edition. New York: Macmillan & Co. From R. W. Douglas & Co., Toronto.

Table Talk.

Walt Whitman's income from the sale of his books the past six months was only twenty-two dollars, and this in a day when the world is especially generous to men-of-letters!

IN THE LIBRARY.

From the oriels one by one
Slowly fades the setting sun;
On the marge of afternoon
Stands the new-born crescent moon.
In the twilight's crimson glow
Dim the quiet alcoves grow.
Drowsy-lidded Silence smiles
On the long-deserted aisles;
Out of every shadowy nook
Spirit faces seem to look.
Some with smiling eyes, and some
With a sad entreaty dumb:
He who shepherded his sheep
On the wild Sicilian steep,
He above whose grave are set
Sprays of Roman violet;
Poets, sages—all who wrought
In the crucible of thought.
Day by day as seasons glide
On the great eternal tide,
Noiselessly they gather thus
In the twilight beauteous.
Hold communion each with each,
Closer than our earthly speech,
Till within the east are born
Premonitions of the morn!

Clinton Scollard, in Literary News for September.

(*Continued from page 633.*)

He then adds:—"All these advantages we have thrown away. We have not only multiplied almost indefinitely these fountains of honor, but we have taken no care that, in their composition, they shall either represent learning or command reverence. A village parson, a village doctor, and a village lawyer, supported by a banker, a shopkeeper or two, a manufacturer, and perhaps a gentleman-farmer, constitute very commonly the tribunal who are to dispense the precious distinctions which the conservative wisdom of other times entrusted only to the honored hands of those whom universal consent pronounced to be the wisest and the best." The remedy he suggests for what he calls "this miserable business" is an invocation of the authority of the State. In a portion of the press of my own Province, which, as you may know, has five degree-conferring institutions or universities, I am sometimes assured that the policy of dotting the country over with small colleges has worked well in the United States. Dr. Barnard does not seem to think so. A mere statement of facts almost forces on us the belief that it must to many be accompanied by a lowering, an unspeakable lowering, of the true ideal of university education. There are, if I recollect aright, *forty-seven* (Commissioner Eaton's report gives the exact number) chartered, degree-conferring colleges or universities in the State of Ohio. Now there is not a member of your association who could not name off-hand the universities of the United Kingdom; scarcely one, I think, who could not, unprompted, give the names of the chief universities of the German Empire. Ohio is separated from Ontario only by the narrow waters of Lake Erie, yet I pledge my word that there is not a member of your body who has ever heard of three of her forty-seven universities. And such is fame!

And if now, with considerable venturesomeness for an outsider, I allude to your own magnificent Province, it is not because I suppose that any such state of things as that which I have just described exists here. I know well that it does not. The institutions which exist side by side with your noble Provincial University have an honorable record of self-sacrificing and successful endeavor, and the rigor with which they have maintained true university standards has long attracted my notice and my admiration. I venture to allude to Ontario because, more favored than most, she seems possessed of conditions for realizing what, perhaps after all, is the ideal type of the university, that which joins to national authority, prestige, and power, the free play of individual philanthropy and denominational zeal.

Logical order and completeness would require me to return from the digression into which I have wandered, and trace out somewhat minutely the law which has thus far guided the development of popular education. But I must forbear, having, I fear, already trespassed beyond the bounds of reason on your patience. Let it be enough to congratulate ourselves that, though there may still be in connection with this great question some unsettled problems of no inconsiderable magnitude, history has indicated the substantial soundness of the principles which guide our labors. No pessimistic apprehensions, no *a priori* demonstrations of failure, can gainsay the great fact and lesson of human progress. The goal towards which all civilized nations are rapidly moving is the conception of organized public education, not as an economic arrangement for lessening police expenses, nor as a charitable contrivance to benefit the poor, but as the means by which a free people, appreciating the unspeakable blessings of knowledge, have determined and decreed to make those blessings both permanent and universal.

Special Papers.

OLD ENGLISH IN UNIVERSITIES

WM. HOUSTON, M.A.

In the *Fortnightly Review* for July of this year there is a bitter attack made by an anonymous writer on Mr. Edward A. Freeman, the recently appointed successor of Mr. Stubbs in the Regius Professorship of Modern History at Oxford. Under the title, "A Joke or a Job," the author of the attack assails Mr. Freeman for the part he has taken, along with Max Müller, Mr. Brodrick and the librarians of the Bodleian and the British Museum Libraries, in the selection of an incumbent for the "Merton Professorship of English Language and Literature." Their choice fell upon a Mr. Napier, who has achieved some distinction in the study of Anglo-Saxon at Gottingen, and the writer asks, not impertinently, why, if Anglo-Saxon scholarship was to be a chief qualification, the position was not given to Mr. Earle, who is a well-known Anglo-Saxon scholar, and is already an Oxford professor.

I am not in a position to discuss the expediency of the appointment, but I wish to make use of it as a sign of the present tendencies of English scholarship. Mr. Freeman's own eminence is due chiefly to his success in working out in his histories the theory that England was always England, that the English were always English, and that the English language was always the English language. His most eminent disciple was the late Mr. Green, who has aided him in disabusing the public mind of the erroneous impression that there was ever any sharp transition in the history either of the English people or of the English language. Possibly Mr. Freeman may have erred in giving undue prominence to the philological, as distinguished from the literary, side of the new professorship, but a little exaggeration in this direction is not likely to do much harm in Oxford at a time when English scholarship has to follow in the wake of the German explorers of the history of Old English, as it is becoming the fashion to call Anglo-Saxon.

I am reminded by this incident of the slight importance heretofore attached to this department of English culture in Canada. In several American universities Anglo-Saxon and other pre-Chaucerian works are read as carefully and systematically as are the Greek, or Latin, or modern foreign texts. One need no longer go to Germany to obtain a fair knowledge of the older forms of the English language or the older specimens of English literature. Much has been done to elucidate and popularize both by such men as March, Corson, Wood and Lounsbury in America, and Skeat, Morris, Earle and Ewart in England, so that no one who desires to be able to read Old English need now leave his wish unfulfilled for want of sufficient aids.

It may at once be admitted that Old English texts are more valuable for philological than for literary study. For this reason it is not good to place them low down in a university curriculum. The earlier years of the English course should be devoted to acquiring facility, if not elegance, in prose composition, both oral and written, and a good general acquaintance with modern English literature, both prose and poetry. But there is no reason why, during his undergraduate course, the student of English should not acquire a knowledge of the successive stages of our language and give some attention to at least the three chief literary works of the pre-Elizabethan period—the "Canterbury Tales," the "Vision of Piers, the Plowman," and "Beowulf." No man can claim to be a first-class English scholar who has not done so, especially at a time when all high-class American and English universities are acting on this view.

As a specimen of old folk-lore, "Beowulf" is quite as important for the student of English as the "Nibelungen Lied" for the student of German, or the "Iliad" and "Odyssey" for the student of classic Greek. The wonder is, not that so much attention is now paid to it, but that it has been so long neglected. This remark applies equally to the "Vision of Piers, the Plowman." Almost contemporary, in its present form, with the "Canterbury Tales," it is in respect of language very much more archaic, while it is alliterative rather than rhythmical in structure. But its chief value lies in the picture it gives us of the social life of the

latter part of the fourteenth century. In it the still unfathomed misery of the common people during the reigns of Edward III. and Richard II. finds a voice, rather than in the social descriptions of the "Canterbury Tales," for the obvious reason that while the latter are the work of a court humorist, the "Vision" is the production of one who lived amongst the people, sympathized with them in their sufferings, and spent his time in administering to them the consolations of the gospel of Christ. We obtain from other sources ample proof that the pathetic wail of the "Vision" is a true expression of popular feeling. We learn it alike from the popularity of the poems, from the social uprising under Wat Tyler, and from the "Statute of Laborers," which was passed with a view to preventing servants from availing themselves of the advantage that would naturally have accrued to them from the decimation of their numbers by the "black death." I do not wish to appear as underrating the literary value of the "Canterbury Tales," but that is now so thoroughly appreciated that I need say no word in its favor as a text for the university study of English.

But even if we had no compositions of such literary value as the three I have mentioned, it would still be necessary to study Old English texts for philological purposes. It was not very long ago the general opinion —and unfortunately this view is still too prevalent—that the provincial dialects of English are corrupted forms of the classical language. A wiser philology has taught us that what we call classical "English" is but one of a number of local dialects, many of which survive only as spoken *patois*, while not a few can boast each of an extensive literature. One of these dialects, which probably had its "local habitation" in the midland district of England, became by the chapter of accidents the predominant language, and the writings of Chaucer, Wyclif, and others, made its predominance permanent. The analogue of this process is to be found in that which made the Attic the predominant dialect of Greece, in that which developed one of many spoken dialects into classical Latin, in that which performed a similar service for modern classical French, and in that which made one of the high German dialects the language of Luther and of Goethe. The student of Old English may not be able to appreciate, in all its beauty and force, this law of natural selection and the survival of the fittest in language; but he will be able to catch at least a glimpse of one of the great scientific truths, and will have his intellectual horizon expanded by its apprehension. Not till he learns that our own beautiful and flexible language has passed through extensive changes of form, that it was formerly one of many local dialects which had equal chances of literary development, and that many of these dialects still survive in a less altered form, is the student in a position to understand clearly the wider relations of English as a member of the great Teutonic family of languages, and of the still larger Indo-Germanic group with their common Aryan element?

But I may be told that he can learn all this more easily from philological compendiums like Latham's or Earle's, which give in brief compass the digested conclusions drawn from the researches of many eminent scholars, than he can learn it from his own reading of Old English texts. This brings me face to face with a view I regard as utterly fallacious, and with a practice which I regard as extremely pernicious, both together being fatal to the wide diffusion of sound English scholarship. From the primary school to the university the prevalent practice is to teach and learn *about* English instead of teaching and learning English. Grammar is defined as the art of using the language correctly; but instead of trying to teach grammar in accordance with this definition, by insisting on constant practice under judicious guidance, the prevalent method is to require facility by practice in applying rules. Instead of imparting a knowledge of philology incidentally by the careful use of it solely as a means of elucidating the meaning of English texts, the prevalent method is to require the pupil to learn long lists of prefixes, suffixes, and roots, and to practise the art of "building up" words by means of fragments, as a mason uses isolated stones in building a wall. Instead of acquiring a knowledge of figures of speech gradually and incidentally as they occur in his reading, the pupil is required to learn the names of a long list of these figures and to recognize them from memorized definitions. Equally absurd and unscientific is it to require a university student to master English philology intelligently and usefully by confining his reading to such a work as Earle's "Philology of the English Tongue." If he wishes to know what Old English is like he must go to the trouble of reading the old literature, or at least enough of it to make him somewhat familiar with the language in its different stages.

Let me conclude with a few words on what I consider the best method of doing so. The student should begin in, say, his third university year the study of Anglo-Saxon, leaving to a later period all later stages of the language, including the text of Chaucer. Having mastered the highly inflected Anglo-Saxon he will be in a position to follow it through that double process of phonetic decay and dialectic regeneration that produced the language of Shakespeare's plays and of the authorized version of the Bible, both of which, I need hardly say, should be read in the original, not in modernized spelling. This may be described as the down-hill method, the up-hill method being the very common one of going back chronologically through the various stages and learning what is virtually a new language in each. Fortunately there are now ample materials for the study of Old English in the series of "Specimens," edited by Mr. Sweet, Mr. Skeat, and Mr. Morris, and published in excellent form by the Clarendon Press. Mr. Sweet's Anglo-Saxon Reader is self-contained, being furnished with grammatical introduction and glossary, and so is each of the other three volumes The second and third, edited by Morris and Skeat jointly, are entitled, "Specimens of Early English." The fourth, edited by Mr. Skeat alone, is called "Specimens of English Literature." It takes in part of Spenser's "Shepheardes Calender," and thus brings the series down to within a decade of the beginning of Shakespeare's dramatic career. A considerable portion of the specimens in each of these volumes should be read by the student of Old English during his university course, and if he desires to carry his studies further, he will then be in a position to do so with pleasure and profit to himself. —*Kosmos for September.*

So far as the system of free text-books to children has been tested in Massachusetts, it is found that it results in a largely increased attendance in the public schools and it is, therefore, regarded as a most efficient aid in reducing the percentage of illiteracy. The *Christian Union* states that no city which has adopted the system has abandoned it.—*The Current.*

IN order to fill the requirements of the new regulations in regard to model schools, the Board has secured the services of Miss Kennedy as assistant to the principal of the public school during the period when Mr. Bowerman is occupied with the teachers in training. By the new regulations many of the objections on the part of parents and pupils to the model school have been removed. The classes in the various rooms will be taught by their regular teachers. Illustrative teaching by the principal and practice teaching by those in training, will be carried on under the direction of the principal in a separate room. Classes for this purpose will be drawn from the various rooms, composed of pupils who would otherwise be engaged at their seats. In every school many pupils will be found in advance of their classmates in some subjects while they are behind in others. These will be afforded extra instruction in those subjects in which they are deficient, without interfering with their routine of studies or the regular work of the school. Thus the objection to having pupils under the instruction of young and inexperienced teachers is removed, the pupils receive the advantage of extra instruction, while the young teachers receive their training under the constant direction of the principal. There are now in attendance twenty-six teachers-in-training, and the school as a whole never was doing more satisfactory work.—*Napanee Beaver.*

Physical Culture.

*GYMNASTICS.—THE DIO LEWIS SYSTEM.**

BY PROF. F. G. WELCH, M.D., YALE COLLEGE.

General Principles.—Position.—Free Gymnastics.—Various Movements.—Bean Bag, Wand, Dumb-Bell, Ring, and Club Exercise.

(Continued from previous issue.)

II.—WAND EXERCISES.

In these exercises the hands are placed upon the hips, unless occupied in holding the wand. The wand is held at the right shoulder. First signal, pass the wand over in front, grasping it with the left hand, so that the wand becomes horizontal in front of the body. Second signal, raise the wand until the arms become horizontal in front of the body; place the hands so as to divide the wand into three equal parts. Third signal, bring the hands back to sides.

1. Raise the wand to chin four times; keeping elbows high, last time carry it above the head; bring wand from above the head to chin four times.

2. Bring wand from above the head to the floor four times without bending knees or elbows: to back of the neck four times.

3. Bring wand from above the head to chin, and back of the neck, alternately, four times each.

4. Wand above the head; on first heavy beat, carry right hand to right end of wand; second, carry left to left end; then carry wand back of the head to hips six times, keeping elbows straight.

5. Carry wand from above the head to front as near the floor as possible, and back of the head to hips, four times each.

6. Carry wand from above the head to right and left sides alternately, bringing it to a perpendicular position; elbows straight. Do this on half time.

7. First heavy beat, let go the wand with the left hand, placing end of wand upon the floor, between the feet; second, place it diagonally forward on the right side, the length of the arm; charge the right foot to the wand six times; keeping right arm and left leg straight, and wand perpendicular and still.

8. *Vice versa* on left side.

9. Repeat No. 7, with longer charge, and the charging foot remaining stationary, the knee bends and straightens.

10. *Vice versa* on left side; turning the left-hand thumb down on first beat; bring wand into position for No. 11.

11. Arms horizontal in front, wand perpendicular, bring hands to chest eight times, elbows high.

12. Arms and wand same position, bring wand to right shoulder and left, alternately, four times each.

13. Hands upon front of chest; point the wand diagonally forward, right and left alternately, forty-five degrees.

14. Pointing wand diagonally forward, right and left first strain, and diagonally backward second strain, charge diagonally forward right, diagonally forward left, diagonally backward left, diagonally backward right, diagonally forward left, diagonally forward right, diagonally backward right, diagonally backward left; four strains in all, first two wand points forward, last two wand points back. Move on half time.

15. Wand horizontal over head, right hand front, left back; reverse, twist half time through half a strain.

16. Wand the same, right face; bend over, bringing the wand to a perpendicular on right side, right hand up, four times.

17. Same movement on left side.

18. Same movement, alternately, right and left.

19. First heavy beat, place left end of wand on the floor at the feet; second, place it directly in front, the length of the arm; charge right foot to the wand three times, left three times.

20. Charge right foot backward four times; left four times.

21. Right foot forward and back, same step, four times; left same.

22. Rest first half of strain; last half charge right foot forward, same time left back, left forward, right back, etc.

23. Face the front, carry the wand from perpendicular in front of right shoulder, left hand up, to perpendicular in front of left shoulder, right hand up, four times; fourth time carry it from front to back of left, then carry it from back of left to back of right four times, fourth time from back of right to front of right.

24. Carry wand around the body from front of right to front of left, back of left, back of right, front of right, repeat, then reverse.

25. Carry the wand from front of right to back of left four times; from front of left to back of right four times.

26. Right face; place left end of wand upon the floor, charge with right foot to the right side, back to the left side behind the left leg, same in front of left leg; *vice versa* left.

27. Same movement as No. 26, right and left alternately.

28. Face the front, wand in front of chest, right hand down, bring left down, right down, etc., four beats; same movement, wand behind the centre of the back.

29. Wand back of centre of head, charge diagonally forward right foot, raising right end of wand forty-five degrees, then diagonally forward left, raising left end of wand forty-five degrees. This is done the first half of the strain, during the last half charge, in same manner, only turn the body more sidewise, keeping wand straight over head.

30. Wand down horizontal in front, on first beat thrust perpendicular on right side, next beat same on left, so on through half strain. Last half in same manner, only charge right and left every time the wand is raised horizontally left.

31. First half of strain same as first half of last exercise; last half throw wand horizontally over the head on every charge.

III.—DUMB-BELL EXERCISES.

In the attitudes of these exercises the bells are first brought to the chest, and then, unless otherwise specified, are placed upon the hips.

FIRST SERIES—*First Set.*

1. Bells down at sides, and in same horizontal line, palms front, turn out ends in four times. *Attitude.*—Charge right foot diagonally forward, looking over right shoulder; head, shoulders, hips, and left heel, in diagonal line.

2. Elbows on hips, bells forward and in line, turn out ends in four times. *Attitude.*—Charge left foot diagonally forward, look over left shoulder.

3. Bells extended at sides and parallel palms up, turn four times. *Attitude.*—Charge right foot diagonally back, and look over right shoulder.

4. Bells extended up, palms front, turn four times. *Attitude.*—Charge left foot diagonally back, and look over left shoulder.

Second Set.

5. Bells at chest, thrust down, out at sides, up, and in front. *Attitude.*—Twist body to the right, knees straight, bells extended up over head.

6. Repeat No. 5, except twist body to the left.

7. Bells down at sides, bring right hand to arm-pit twice, left twice, alternate twice, and both twice.

8. Bells on shoulders, thrust right up, left up, both twice. *Attitude.*—Stand on toes, bells over head and parallel.

Third Set.

9. Bells extended in front, palms up, turn four times. *Attitude.*—Charge right foot diagonally forward, and look at left bell, which is extended.

10. Right bell up, palm in front, left bell out at side, palm up, turn four times. *Attitude.*—Charge left foot diagonally forward, and look at right bell, which is extended.

11. Left bell up, right bell out at side, turn four times. *Attitude.*—Charge right foot diagonally back, both bells over head.

12. Arms obliquely up at sides, palms up, turn four times. *Attitude.*—Charge left foot diagonally back, both bells over head.

(To be continued.)

*[Most of these exercises can be used in any schoolroom and many of them without apparatus and music.—*See Notes and Comments*, Ed. WEEKLY, *page 597.*]

The Public School.

ON PUNCTUATION.

From Quackenbos' Composition and Rhetoric.

THE COLON.

THE word "colon" comes from the Greek language, and means *limb* or *member*. Its use appears to have originated with the early printers of Latin books. Formerly it was much used, and seems to have been preferred to the semicolon, which, with writers of the present day, too generally usurps its place. The colon, however, has a distinct office of its own to perform; and there are many cases in which no point can with propriety be substituted for it. It indicates the next greatest degree of separation to that denoted by the period.

RULE I.—A colon must be placed between the great division of sentences, when minor subdivisions occur that are separated by semicolons; as, "We perceive the shadow to have moved along the dial, but did not see it moving; we observe that the grass has grown, though it was impossible to see it grow: so the advances we make in knowledge, consisting of minute and gradual steps, are perceivable only after intervals of time."

The example just given is composed of three members, of which it is evident that the first two are more closely connected with each other than with the last. The former requiring a semicolon between them, as will appear hereafter, the latter must be cut off by a point indicating a greater degree of separation—that is, a colon.

RULE II.—A colon must be placed before a formal enumeration of particulars, and a direct quotation, when referred to by the words *thus*, *following*, *as follows*, *this*, *these*, etc.; as, "Man consists of three parts: first, the body, with its sensual appetites; second, the mind, with its thirst for knowledge and other noble aspirations; third, the soul, with its undying principle."—"Mohammed died with these words on his lips: 'O God, pardon my sins! Yes, I come among my fellow-citizens on high.'"

By "a formal enumeration" is meant one in which the particulars are introduced by the words *first*, *secondly*, etc., or similar terms. In this case, the objects enumerated are separated from each other by semicolons; and before the first a colon must be placed, as in the example given above. If the names of the particulars merely are given, without any formal introductory words or accompanying description, commas are placed between them, and a semicolon, instead of a colon, is used before the first; as, "Grammar is divided into four parts; Orthography, Etymology, Syntax and Prosody."

(*a*) If the quoted passage consists of several sentences or begins a new paragraph, it is usual to place a colon followed by a dash (:—) at the end of the preceding sentence; as, "The cloth having been removed, the president rose and said:—

"'Ladies and gentlemen, we have assembled,'" etc.

(*b*) If the quoted passage is introduced by *that*, or if it is short and incorporated in the middle of a sentence, a colon is not admissible before it; as, "Remember that 'one to-day is worth two tomorrows.'" "Bion's favorite maxim, 'Know thyself,' is worth whole pages of good advice."

(*c*) when the quoted passage is brought in without any introductory word, if short, it is generally preceded by a comma; if long, by a colon; as, "A simpleton, meeting a philosopher, asked him, 'What affords wise men the greatest pleasure?' Turning on his heel, the sage promptly replied, 'To get rid of fools.'" The use of the colon in this case is illustrated in Rule II.

RULE III.—A colon was formerly, and may now be, placed between the members of a compound sentence, when there is no conjunction between them and the connection is slight; as, "Never flatter the people: leave that to such as mean to betray them."

With regard to the cases falling under this rule, usage is divided. Many good authorities prefer a semicolon; while others substitute a period, and commence a new sentence with what follows. It appears to be settled, however, that, if the members are connected by a conjunction, a semicolon is the highest point that can be placed between them; as, "Never flatter the people: but leave that to such as mean to betray them."

EXERCISE.

Insert, wherever required in the following sentences, periods, interrogation points, exclamation points, and colons:—

UNDER RULE I.—No monumental marble emblazons the deeds and fame of Marco Bozarris; a few round stones piled over his head are all that marks his grave yet his name is conspicuous among the greatest heroes and purest patriots of history—"Most fashionable ladies," says a plain-spoken writer, "have two faces; one face to sleep in and another to show in company the first is generally reserved for the husband and family at home; the other is put on to please strangers abroad the family face is often indifferent enough, but the out-door one looks something better"—You have called yourself an atom in the universe; you have said that you were but an insect in the solar blaze is your present pride consistent with these professions

UNDER RULE II.—The object of this book is twofold first, to teach the inexperienced how to express their thoughts correctly and elegantly; secondly, to enable them to appreciate the productions of others—The human family is composed of five races, differing from each other in feature and color first, the Caucasian or white; second, etc—Lord Bacon has summed up the whole matter in the following words "A little philosophy inclineth men's minds to atheism; but depth in philosophy bringeth men's minds to religion"—Where can you find anything simpler yet more sublime than this sentiment of Richter's "I love God and little children"—He answered my argument thus "The man who lives by hope will die by despair"

(*a*) Cato, being next called on by the consul for his opinion, delivered the following forcible speech

Conscript fathers, I perceive that those who have spoken before me, etc

(*b*) Socrates used to say that other men lived in order that they might eat, but that he ate in order that he might live—The proposition that "whatever is, is right," admits of question—It is a fact on which we may congratulate ourselves, that "honor and shame from no condition rise"—The Spanish proverb, "he is my friend that grinds at my mill," exposes the false pretensions of persons who will not go out of their way to serve those for whom they profess friendship

(*c*) Solomon says "Go to the ant, thou sluggard"—Diogenes, the eccentric Cynic philosopher, was constantly finding fault with his pupils and acquaintances To excuse himself, he was accustomed to say "Other dogs bite their enemies; but I bite my friends, that I may save them"—A Spanish proverb says "Four persons are indispensable to the production of a good salad first, a spendthrift for oil; second, a miser for vinegar; third, a counsellor for salt; fourth, a madman, to stir it all up"

UNDER RULE III.—Love hath wings beware lest he fly—I entered at the first window that I could reach a cloud of smoke filled the apartment—Life in Sweden is, for the most part, patriarchal almost primeval simplicity reigns over this northern land, almost primeval solitude and stillness—Discretion is the perfection of reason, and a guide in all the duties of life cunning is a kind of instinct, that looks out only after its own immediate interests and welfare

MISCELLANEOUS—What a truthful lesson is taught in these words of Sterne "So quickly, sometimes, has the wheel turned round that many a man has lived to enjoy the benefit of that charity which his own piety projected"—Colton has truly said that "kings and their subjects, masters and servants, find a common level in two places; at the foot of the cross, and in the grave"—We have in use two kinds of language, the spoken and the written the one, the gift of God: the other, the invention of man—How far silence is prudence, depends upon circumstances I waive that question—You have friends to cheer you on; you have books and teachers to aid you but after all the proper education of your mind must be your own work—Death is like thunder in two particulars we are alarmed at the sound of it; and it is formidable only from what has preceded it

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THERE is no person more deserving of pity than the teacher who knows nothing outside of the text-book he teaches. His whole life is contained in a small sphere. He sees nothing to admire, but pursues the same methods year after year. Is it any wonder that teaching is monotonous? All mechanical work becomes monotonous. The perfection of machinery is to repeat the same motion without variation. But then that deals with material substances. The teacher deals with mind, and the human intellect cannot be developed by any mechanical processes. Those who read, think and investigate for themselves grow stronger, and do not always perform their work in the same way. We need teachers of broad culture, teachers who know something of the world and the nations and people who rule the world.—*Normal Index.*

Educational Intelligence.

WATERLOO COUNTY TEACHERS' ASSOCIATION.

AT the semi-annual meeting of the above Association held at Berlin on September 10th and 11th, the following resolutions were adopted. The EDUCATIONAL WEEKLY is indebted to M. Dippel, Secretary-treasurer of the Association, for the report thereof.

"In view of the fact that the frequent change of teachers is caused by the insufficient financial remuneration, and is detrimental to educational interests we beg leave to make the following suggestions:—

"1. That all candidates presenting themselves for the professional Third Class examinations be required to pay a fee of twenty-five dollars, said money to be disposed of by the Education Department in the interests of education.

2. That the Minister of Education refund all moneys with interest at 6% paid by the teachers into the Superannuation Fund, provided they have withdrawn or wish to withdraw their payments.

"3. That a committee be appointed annually, whose duties shall be to investigate charges preferred against any teacher who attempts to oust a fellow-teacher by any means whatever, and should such preferred charges in the judgment of the Investigating Committee be proven, then it shall be the duty of the said committee to report to the Association the offender and the offence.

"4. That a teacher on resigning his position in a school shall immediately notify the aforesaid committee of the fact, that they may be in a position to assist intending applicants as to the probable salary, etc."

THE NEW PRESIDENT OF CORNELL UNIVERSITY.

THE most important change of the year in the college world has been the resignation of President White of Cornell, and the election of Prof. Charles K. Adams of the University of Michigan as his successor. President White is recognized as being in a certain important sense the creator of Cornell University, as it was through his wise and earnest cooperation with the founder that the late Ezra Cornell was enabled so largely to realize his dream of establishing in the State of New York an institution of learning where any person might obtain instruction in any study. Twice before had President White tendered his resignation to the trustees, but on both occasions it was decided that the university could not then permanently dispense with his services, and he was granted leave of temporary absence. Now, after twenty years of devotion to the institution he has been so largely instrumental in placing in the front rank of American colleges, his request for entire relief from administrative cares, in order that he may devote himself to certain literary and historical work which he has long had in mind, has been reluctantly granted. His administration has been one of the most successful and brilliant in the history of higher education in America, and he leaves the university in a highly prosperous condition. It is believed that Professor Adams, with his broad and accurate scholarship, his acquaintance with the best modern educational systems, his experience as an executive officer, and his progressive spirit and known discretion, will fill this important position no less successfully than his eminent predecessor has done.—*The University, Chicago.*

THE LATE DR. HARE, OF THE AGRICULTURAL COLLEGE, GUELPH.

THE many friends of Dr. Hare, Professor of Chemistry at the Agricultural College, Guelph, will regret to learn of his death, which took place early Tuesday morning, September 22, at Guelph. On the Thursday previous, about noon, he was attacked with a rush of blood to the head, which produced violent convulsions, resembling epilepsy, but which proved to be apoplexy. On Saturday his brother, principal of the Ontario Ladies' College, Whitby, was sent for, and on arriving found him almost unconscious and unable to recognize him. He knew sufficient, however, to say that all was well for eternity, and that he was trusting in God. On Monday about five o'clock he became conscious, and called his wife and recognized his brother, after which he again became unconscious, and remained so up to the hour of his death. Dr. Hare was born near Ottawa, and entered the preparatory department of Victoria University, Cobourg. When about twenty-one years of age he passed through his sophomore year in the university. Then he entered the Methodist ministry and spent three years as a probationer, and three years more at the university, completing his college course and taking the degree of B.A. He was then eligible for ordination, but deferred it with a view of prosecuting his scientific studies in Germany. He spent four years in Breslau, where he took the degree of Doctor of Philosophy with the highest honors. On returning to Canada he obtained the position of Master of Science in the Hamilton Collegiate Institute, where he spent about two years. He then went to Guelph as Professor of Chemistry at the Agricultural College, where he has been for over three years. Dr. Hare was of a genial disposition, an able scholar, a thorough Christian, and a warm and affectionate friend. At the funeral on Thursday the pall-bearers were Principal Mills, Prof. Brown, W. G. Smith, and Prof. Panton, of the Ontario Agricultural College, Rev. F. A. Cassidy, M.A., Cobourg; Prof. Grenside, Mayor Stevenson of Guelph, and Prof. E. Haanel, Ph. D., Cobourg. There was also a delegation present from the Science Association of Victoria College, Cobourg, as follows:—Prof. E. Haanel, Ph. D., Rev. F. A. Cassidy, M.A., C. C. James, B.A., and Rev. E. H. Kogle.—*Guelph Mercury.*

GLENGARRY TEACHERS' ASSOCIATION.

A WELL-ATTENDED and successful Teachers' Institute was held at Alexandria on Thursday and Friday, Sept. 17 and 18, under the supervision of Dr. McLellan, the Departmental Director of Teachers' Associations. About seventy teachers were present, including Dr. McDiarmid, President of the Association, I. P. S. for Glengarry; W. D. Johnston, B.A., Principal of the Alexandria High School and Secretary of the Association; J. A. Munro, B.A., H. M. H. S., Williamstown, and Alex. Kennedy, Principal, Model School, Martintown. Dr. McLellan expressed his satisfaction and surprise at finding such a large and flourishing association in the County of Glengarry. It was a sign that both inspector and teachers were alive to the duties of their profession. During the sessions of the Association Dr. McLellan discussed the A B C of arithmetic, the teaching of reading, elementary and advanced, and the art of questioning, in his usual interesting and genial manner. Every remark was listened to with the deepest attention, and this meeting will mark an era in the teaching life of many of those present. At the close of the meeting the following resolution was carried unanimously: "That we, as members of this Association, have much pleasure in recording our sense of the benefits derived by this Association from the presence of Dr. McLellan, Director of Teachers' Institutes, and believe that the appointment of such an officer by the Department will extend the usefulness of these meetings, and tend to make the methods of teaching more uniform than they would otherwise be." On Thursday evening Dr. McLellan delivered a public lecture on "Education in Ontario," in Old St. Finnan's church, to a large and representative audience. D. A. McArthur, Reeve of Alexandria, occupied the chair, and after a few words on the importance of education, introduced the lecturer. For an hour and a half Dr. McLellan delighted his audience with reminiscences of his early school-days, his trips to the United States and England in search of better educational methods, and the ignorance that prevailed in these countries regarding the excellent school system of Ontario. Though the Ontario system was theoretically perfect, he showed that much yet remained to be done. He wished

to see the Government more liberal in educational matters, and pointed out the fact that while the people cheerfully contributed four millions of dollars to the cause of education, the Goverment gave less than one-twelfth of that sum. At the conclusion a hearty vote of thanks was tendered the Doctor for his very interesting lecture.—*Globe.*

ORANGEVILLE High School has a flourishing literary society.

MILTON requires $2,800 for school purposes. Of this $1,585 has to be raised by the town by rate

THE Misses Curtis, two nieces of President Cleveland, are teachers in the public schools at Peoria, Ill.

GALT Collegiate Institute has lawn tennis, croquet, and bowls, for its young ladies, also a separate lawn.

PRES. ELLIOT, of Harvard University, and the cook of the Parker House restaurant, each receive a salary of $4,000 per annum.

RIDGETOWN High School has a university matriculation class of eight, and class preparing for the first-class teachers' certificates examination.

WHITBY Collegiate Institute's Literary Society is actively at work. The institute has reorganized its football club, and will hold its annual games on October 9.

GUELPH High School has a football club, of which the head master is honorary president, the modern language master president, and Mr. J. Bell captain.

THE school board at its last meeting adopted the plan of having the school trustee elections at the same time as those for councillors, and thereby by ballot.—*Petrolea Advertiser.*

As the list now stands, our high school, only organized a year ago, passed eight A's, three B's and nine Thirds. Well done Petrolea, try again —and win.—*Petrolea Advertiser.*

THE Annual Convention and Teachers' Institute for Essex County will be held the latter part of October. The place is not yet fixed but it will likely be Essex Centre.—*Amherstburg Echo.*

THE school inspector's report for the month of June shows the average attendance at the public schools to have been 1,030—a decrease of 51 as compared with June, 1884.—*Belleville Intelligencer.*

ALMA Ladies' College, St. Thomas, has now 103 students enrolled and applications have been received from twelve others. This institution is becoming more popular each term.—*Amherstburg Echo.*

THE net properties of the leading New York colleges are as follows: Columbia, $6,130,000; Cornell, $6,055,000; Union, $1,700,000; Vassar, $1,020,000; Rochester, $870,000; Hamilton, $670,000.

HON. G. W. ROSS, Minister of Education, has promised to make every effort to attend the fall meeting of the Essex Teachers' Association. Dr. McLellan, Inspector of Mechanics' Institutes, will also be present.—*St. Thomas Journal.*

MR. W. L. DIXON, has been re-engaged for Priceville school for another year. This is as it ought to be; when a good teacher like Mr. D. is in a section it is well to keep him there for a number of years, and not to be changing every year as is often done.—*Grey Review.*

THE attendance of pupils at the high school for the closing term of the year is already as great as at the commencement of the long term in January. There is usually a difference in favor of the long term of about forty pupils. The extra teacher was not obtained a moment too soon.—*Guelph Mercury.*

PRINCIPAL McCABE, of the R. C. Separate Schools, of this town, will sever his connection with the schools on the 1st of October, and leave for Toronto to further pursue his medical studies. His successor, Mr. Famelart, will take charge on his departure.—*Amherstburg Echo.*

THE number of pupils in attendance at the Walkerton High School at present is 101. This is twenty-one more than were enrolled this time last year. The school keeps going up steadily at a highly satisfactory rate of progress. No doubt the trustees will soon be considering the propriety of making it a collegiate institute.—*Bruce Herald.*

MR. J. C. MORGAN, organist of Trinity church, Barrie, and well known as the school inspector for Orillia and North Simcoe, presided at the organ in St. James' church on Sunday evening. Mr. Morgan is one of the finest organists in Canada, and has done much for the cause of good music in our churches.—*Orillia Packet.*

ELGIN county has this year the honor of having the youngest successful candidate for First Class certificate in the Province, in the person of Mr. Harry O'Malley, second son of Lieut-Col. O'Malley. Harry was just sixteen at the time he wrote, and he received a "Second A" last year, and a "Third" the previous year.—*East Kent Plaindealer.*

THE Rev. Dr. Laing and Mr. Thomas, a deputation from the Dundas School Board, visited Galt Public Schools lately for the purpose of inspecting the half-time department, with a view of introducing the system into the public schools of Dundas. The visitors expressed themselves as being very highly pleased with the system as it is being carried out in Galt.

THE management of the Illinois state fair has shown great wisdom and liberality in offering to admit the children of the State free of charge. Not only the school children, of which there are in Chicago alone over 80,000, but all the children of the State may spend a day seeing the sights. It seems a pity that any child should miss the opportunity of accepting this generous offer.—*The University, Chicago.*

MISS F. GILLESPIE, of Prince Edwards, Mr. J. B. Davidson, of Perth, and Mr. F. S. Falconer, of Middlesex, pupils of the Ingersoll High School, were successful at the recent first class teachers' examination. Miss Gillespie has obtained a situation as assistant in the Picton High School, Mr. Davidson has been appointed assistant in the Woodstock Model School, and Mr. Falconer takes a school in the county of Perth.

EVERY effort is being made by the Board of Education and by the inspector to discourage the employing of untrained teachers. The Board has recently ordered that no license shall issue to an untrained person to teach in a district if the services of a trained teacher can be procured by the Trustees or recommended to them by the inspector. Nearly all the inspectors are strictly observing this order.—*From the last Report of Dr. Crocket, Chief Superintendent of Schools, New Brunswick.*

THE Plainville, Conn., School Board has recently determined not to employ any female teacher who will not agree to remain single during the year of her engagement. This seems somewhat arbitary conduct, but the "worritted" trustees claim to have been driven to it by the persistence with which their employees seek to combine the pleasures of flirting and courting with their more prosaic duties. It may be inferred that the majority of the board consists of benedicts.—*American Exchange.*

THE school board has decided to act upon the suggestion thrown out by the *Times* a short time ago, to hold the election of school trustees on the same day and in the same manner as that for municipal councillors. The secretary of the board has notified the town clerk to that effect, and the next elections will come together. We are pleased to see the board take this step. As a result it will be found that the cost of one election will cover both, and much more interest will be manifested in the election of members of the school board.—*Wingham Times.*

MR. MURTON thought that the Board had been badly treated by the authorities in Toronto in reference to the establishment of a collegiate institute. The Board had engaged a teacher and made all the necessary preparations, but they had not as yet heard from the Minister of Education whether it would be established or not. Mr. Tytler (head master) stated that he had seen the Minister of Education recently, and that he had stated that no additional schools of this kind would be recognized until after the New Year.—*Guelph Mercury.*

AT the last meeting of the Dundas School Board, Dr. Laing and Mr. Thomas both gave their impressions of the kindergarten system as viewed by them at Galt, showing that the furniture necessary would cost about $100. Both gentlemen seemed to be in favor of the system but disagreed as to the number of teachers needed, Dr. Laing stating that one teacher could manage only 40 pupils, the statement made by Mr. Alexander of Galt. Mr. Thomas thought, however, that Mr. Alexander had underestimated his abilities and that one teacher could undertake as high as 70.—*Galt Reformer.*

THE Peterborough *Examiner* of a recent date gives Mr. John Campbell, M.A., the new classical master at the Guelph Collegiate Institute, the following graceful send-off; "For many years Mr. Campbell has been a respected citizen of Peterborough, and a successful teacher in our collegiate institute; and the citizens of Guelph are to be congratulated on securing the services of a gentleman who has shown himself qualified in every respect to perform efficiently and satisfactorily the duties of the position he has assumed. We give Mr. Campbell our congratulations and best wishes for success."—*Guelph Mercury.*

Examination Papers.

ADMISSION TO HIGH SCHOOLS.

(Continued from page 626.)

FOURTH BOOK AND SPELLING.

JULY, 1884.

(1) Distinguish :—alter, halter; boy, buoy; dose, doze; prophecy, prophesy; angel, angle; beer, bier; hail, hale; ire, hire. Give two meanings of each of the following:—fair, bow, hide, post, bee, bull, brake.

(2) Mark the accented syllable in each of the following words, and correct any errors in the spelling :—acheeve, grieveous, lavender, chastizement, siezure, massacre, advertisement.

ONTARIO READERS.

3. Give the substance of the lesson entitled "Cortez in Mexico."

4. The wisdom of this provision was shortly after rendered apparent, for scarcely had Philip V. heard of the loss of Gibraltar, than the Marquis of Villadarias, a grandee of Spain, received orders to attempt its recovery. Sir John Leake was now summoned to repair to Gibraltar with his forces, but before he could arrive a fleet of French ships had landed six battalions, which joined the Spanish army. On learning that a superior force was getting ready to attack him, Sir John sailed back for reinforcements, which he had prepared at Lisbon, and, suddenly returning, captured three frigates and other vessels, and landed 500 sailors with a six months' supply of provisions. Thus baffled, the Spanish attempted to surprise the place by scaling the back of the rock, but the forlorn hope, who actually made their way to the summit, were driven over the precipice by the garrison.

Write notes on—grandee, to attempt its recovery, to repair to Gibraltar, battalions, reinforcements, Lisbon, baffled, scaling the back of the rock, precipice, garrison.

5. Write the emphatic words in the sentence, commencing at, 'The wisdom,' and concluding at 'recovery.'

6. Give the situation of Gibraltar, and state why it was important that England should hold it.

DECEMBER, 1884.

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

(*a*) Who is the king here addressed? Why is he called 'ruthless' and a 'tyrant'?

(*b*) Explain 'confusion,' 'banners,' 'mock the air,' and 'idle state.'

(*c*) As what is Conquest represented here? Why is the word spelt with a capital? Why is 'Conquest's wing' described as 'crimson'?

(*d*) Write brief notes on 'helm,' 'hauberk,' and 'twisted mail.'

(*e*) What 'virtues' are meant? Why does the bard say '*even* thy virtues,' '*secret* soul' and '*nightly* fears'?

(*f*) Give the meaning of 'Cambria' as used here.

(*g*) What feelings should be expressed when reading the stanza?

2. A little after midnight, the joyful sound of *Land! Land!* was heard from the *Pinta*, which kept always ahead of the other ships. As soon as morning dawned, all doubts and fears were dispelled. From every ship an island was seen about two leagues to the north, whose flat and verdant fields, well stored with wood, and watered with many rivulets, presented the aspect of a delightful country. The crew of the *Pinta* instantly began the *Te Deum* as a hymn of thanksgiving to God, and were joined by those of the other ships with tears of joy and transports of congratulation. They threw themselves at the feet of Columbus, with feelings of self-condemnation, mingled with reverence. They implored him to pardon their ignorance, incredulity and insolence, which had created him so much unnecessary disquiet, and had so often obstructed the prosecution of his well-concerted plan; and passing in the warmth of their admiration from one extreme to another, they now pronounced the man whom they had so lately reviled and threatened, to be a person inspired by heaven with sagacity and fortitude more than human, in order to accomplish a design so far beyond the conceptions of all former ages.

(*a*) Give for each of the following a meaning which may be put for it in the foregoing passage: 'as soon as morning dawned,' 'aspect of a delightful country,' 'transports of congratulation,' 'obstructed the prosecution of his well-concerted plan,' 'sagacity and fortitude more than human,' 'in order to accomplish a design.'

(*b*) What had caused these 'doubts and fears'?

(*c*) How had the crews shown their 'ignorance,' their 'incredulity,' and their 'insolence'? Why did they now revere Columbus?

(*d*) State in your own words how the author of the foregoing passage explains 'from one extreme to another.'

3. Under the following heads give an account of the destruction of Pompeii: The appearance of the city before its destruction; The sudden calamity; What excavators have discovered.

Correspondence.

CLINTON, Sept. 14, 1885.

To the Editor of the EDUCATIONAL WEEKLY.

DEAR SIR,—Enclosed you will find a solution of one of the questions given in the arithmetic paper of this year's Third Class Examination. I think, if published in your EDUCATIONAL WEEKLY, it would be useful to many teachers.

Yours respectfully,
WM. B. HALE.

PROBLEM.

The top of a ladder reaches to the top of a wall when its foot is at a distance of 10 ft. from the bottom of the wall; but if the foot of the ladder be drawn 4 ft. farther from the wall, the top of the ladder will reach a point 2 ft. below the top of the wall. Find the length of the ladder.

SOLUTION.

Let w represent the length of the wall, and l of the ladder.

Then, as the ladder, wall, and base form a right-angled triangle,

$$l^2 = w^2 + 10^2,$$

And also, $l^2 = (w-2)^2 + 14^2$.

Therefore, $w^2 + 10^2 = (w-2)^2 + 14^2$,

$$w^2 + 100 = w^2 - 4w + 4 + 196.$$

Then, bringing all the quantities representing the wall to the right hand side, we have

$$w^2 - w^2 + 4w = 196 + 4 - 100$$
$$4w = 100$$
$$w = 25.$$

The wall is 25 feet high, and the ladder 26.92+, or, say, 27 feet in length: as when the height of the wall, the second side of the triangle, is found, the length of ladder is easily obtained.

MR. HENRY JENNINGS has produced a biographical sketch of Lord Tennyson, which is written "with sympathetic intelligence, and, above all, discretion and good taste." "A better account," says the *Spectator*, "of the poet's 'Life and Works' is not, we think, to be found."

EDWARD EVERETT HALE has written a letter to the editor of *The Herald of Health*, giving his opinion as to how a writer should live. He agrees with Bulwer that three hours a day is enough desk work for the man of letters. He favors the spending of an hour at the breakfast table, and five meals day. Among other things he says: "Remembering that sleep is the essential force which supports the whole scheme, decline tea or coffee within the last six hours before going to bed. If the women-kind insist, you may have your milk and water at the tea-table colored with tea; but the less the better. Avoid all mathematics or intricate study of any kind in the last six hours. This is the stuff dreams are made of, and hot heads, and the nuisances of waking hours. Keep your conscience clear. Remember that because the work of life is infinite, you cannot do the whole of it in any limited period of time, and that, therefore, you may just as well leave off in one place as another."

THE honor of knighthood which the Queen has just conferred upon Mr. J. D. Linton, is, says the *Pall Mall Gazette* a source of considerable satisfaction in artistic circles: in the first place, because Mr. Linton personally is one of the finest—if not absolutely the finest—of water-color painters, and a man who thinks more of his art than either of his own interests or even those of the institution over which he presides; in the second place, because no man in his profession is more universally popular; in the third place, because it accords to the President of the Royal Institute the same social position as he of the Royal Society; and, lastly, because it constitutes another mark of recognition of the art of water-color painting. This view is certainly a reasonable one, when it is remembered that the Royal Academy of (certain) Arts refuses to recognize water-color as of the same dignity as oil painting, sculpture, architecture and ordinary line engraving. Mr. Linton is the thirty-second artist who has received the honor of knighthood since the foundation of the Royal Academy.

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