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Educational Weekly

VOL. I.

THURSDAY, MARCH 26, 1885.

Number 13.

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PUBLISHERS' NOTE.—The Americanisms in pronunciation throughout the edition of ORTHOËPIS'T used last year were objected to by Canadian educationists, and have all been eliminated in the present edition, and every word in the book made to conform to the latest STANDARD ENGLISH AUTHORITIES, viz: THE IMPERIAL DICTIONARY and STORMONT. A chapter has been added on Etymology that gives the essentials for Teachers' Examinations, and saves the price of an extra book on this subject, and a chapter added to VERBALIST saves the price of an extra work on English Literature.

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The Educational Weekly.

TORONTO, MARCH 26, 1885.

We spoke lately of discouragement as being one of the strongest wasters of brain power: there is a method employed by some teachers to correct faults which is even worse in its injurious effects—ridicule. It does not perhaps so directly prevent the mind from concentrating its faculties, but indirectly we hold that its influence is in nine cases out of ten pernicious in the extreme.

Ridicule is a most powerful weapon—far more powerful than many of those who make use of it are apt to imagine. It is a question whether it should ever be made use of; certainly only in the most exceptional circumstances. There are few faults but can be corrected in other and preferable ways. For the correction of technical errors—errors of intellect, it need never be used. Moral faults only, and then only extremely rarely, should come under its influence. Boys are sensitive; and to ridicule more than anything else, especially where both sexes are taught in the same room. They are always apt, too, to attribute its exercise to wrong motives, to spite, littleness, even sometimes to cowardice or jealousy. The teacher, they think, takes advantage of his superiority and dignity. He is unassailable. And that dignity and superiority are sure in the end to suffer. It causes also a bad spirit to spring up between master and pupil. When ridicule is often resorted to reverence is sure sooner or later to be lost. Indeed a very few cases of correction by means of shaming the learner is enough to destroy all good feeling between him and his teacher. It stirs up strong emotions; gives rise to an angry spirit not easily afterwards quelled. Ridicule is not a matter between pupil and master only, it is a holding up of one member of a class for the laughter of his fellows. It amounts almost to a tacit confession of powerlessness on the part of the master to deal alone with a recalcitrant pupil. It brings in the aid of a boy's own companions to help in correcting him. These latter are his equals, many of them, perhaps, his inferiors, and to do this is to use very questionable means—however good the aim. Most boys rebel under such treatment. They may not seem to do so; they may apparently take it in very good part; but this is merely a concealing of the hurt they feel. And this hurt takes a long time to heal. Often, we may say, it festers and poisons the whole mind and moral nature.

We have spoken strongly, but it is on no insignificant subject. If the formation of character is one of the aims of the teacher—

as we have so often insisted, let him be excessively cautious how he ridicules.

The best possible way to learn geography would probably be to travel through the country; perhaps the next best way is by studying the progress of a war in the newspapers with the aid of maps.

There are abundant opportunities of doing so at the present moment. Egypt, the Soudan, Abyssinia, with their relative positions; Russia, India, Persia, Afghanistan, and their relative positions, are now subjects of everyday conversation. Ignorance of these places not only argues want of conversance with the topics of the day, but also prevents any clear view being taken of such topics.

By means of a map, a newspaper, and the teacher's explanations, we think pupils might so interestingly be taught facts connected with the geography and history of the places mentioned that they would never afterwards fade from the memory. The war in the Soudan and the advance of Russia are probably discussed in their own homes; they hear about such things daily; some interest at all events is excited; and it would take little to make it fruitful.

In the two subjects we have mentioned there is a vast amount of facts which might be made use of. Thus, regarding Egypt: Why England is there; how Egypt affects the overland route to India; what connexion there is between Turkey and Egypt; what between the Soudan and Egypt; what differences we find in the character of the people as we travel from Lower Egypt towards the equatorial states; what is the chief trade in the latter; the character of the terrible deserts; the mode of travel across these; the usefulness of the camel; the peculiarities of the river Nile; the regions in which that stream rises; England's and America's achievements in exploring these; the Red Sea littoral and its principal ports; the towns in the interior interesting from strategic points of view—Korti, Dongola, Berber, Khartoum, Assouan, Wady Halfa; the routes to Khartoum—from Suakim to Berber, across the Nubian Desert, across the Bayuda desert, along the course of the Nile; how that stream is navigated; the dangers of the cataracts; the places of historic interest; the ruins; the battlefields; the names of the more famed Egyptologists; the various races inhabiting the country; how the fellaheen are treated; what is the form of government; what share England and France have taken in the government, etc. In regard to Russia in Asia also are numerous questions not beyond the comprehension of upper

class pupils; such, for example, as: The relative positions of Russia, Persia, Afghanistan, Beloochistan, Turkestan, and India; Russia's gradual approach towards Herat; the importance of that town; the relations of Russia and England respectively to the Ameer; the character of the people and country of Afghanistan; the history of England's connexion with it; the reverses she has there suffered; etc.; etc. These are mere suggestions to which the teacher might add many more. The great advantage in using these countries at the present time for geography and history lessons is, that the facts connected with them can be made extremely interesting and so indelibly fixed in the mind.

MASTERS, we think, not seldom forget that between the most intelligent pupil in the class and the least so there is a very wide difference—also that intellectual capacities differ in the bent which heredity or education has given them.

In Canada this intellectual variety is very marked: the classes are large; the children are grouped together by a plan which seems to strive at striking an average of their knowledge of all the different subjects taught; and the pupils themselves come from various classes of society—not an unimportant factor in determining their mental calibre and predilections.

Is it possible in teaching such a class to keep in mind these differences? It is a hard matter certainly, yet one that cannot be altogether overlooked. In certain cases very wide degrees of knowledge or intelligence must necessarily be left out of consideration: we remember once making rather a failure in trying to teach a class in Algebra, when one pupil was perfectly *au fait* at quadratics while to another had to be explained the fact that if $a=2$, and $b=3$, $a+b=5$!

Could not now and then a bit of information for the precocious be thrown into the ordinary lesson? Some children drink in with avidity interesting explanations of difficulties which might at first sight be considered far beyond them. And such things—from their novelty or inherent interest, or curiosity, or some other reason—remain in the memory and bear fruit. We remember, before ever having heard that there was such a man as Dugald Stewart, being asked the difference between emulation and envy. The question was utterly beyond us; but when, some four or five years afterwards we came across the explanation, the question and the futile endeavors to answer it were vividly recalled.

Contemporary Thought.

TEACHERS should be very careful how they punish pupils for what they do or say away from the school premises, and should never undertake to punish for such behavior unless it seems necessary for the preservation of discipline in the school.—*Indiana School Law.*

REMEMBER always that the healthiness, the comfort, and the pleasant and artistic arrangement of your houses mean the healthiness, the education, and the bodily and mental soundness of your children.—Robert W. Edis, F.S.A., on "Internal Arrangement of Town Houses," from a lecture before the Society of Arts.

THE average translator, not to say the best one, comes nearer the sense of his original than does the most careful reader to that of a work in his mother tongue. The loss, therefore, which a book ordinarily sustains in passing into a new language is much less than the depreciatory tone in which translations are generally referred to would indicate. These references are often the fruit of a desire to be deemed familiar with other languages.—A. N., in *The Nation*.

At the present time in Canadian history there is a great demand for ministers and missionaries. The needs of our great North-West are constantly forced on our attention. Every one who visits that country seems to come back a convert to the idea that home missions claim the chief attention of our Church; that the North-West must be well evangelized at the present moment if Canada is ever to become a God-fearing, law-abiding nation.—*Knox College Monthly*.

MORE liberal appropriations for salaries of evening school-teachers should early follow, that these schools, as far as can be, may be made a widely recognized and well regulated part of the state system. Statistics tell us that evening schools, like day schools, when under similar conditions, have proved a success, but when maintained under eleemosynary management, or by an indifferent public support, have never justified the expenditure.—*Mass. Board of Education*.

ONE great object of the school is to foster a higher appreciation of the value and dignity of intelligent labor, and the worth and respectability of laboring men. A boy who sees nothing in manual labor but mere brute force, despises both the labor and the laborer. With the acquisition of skill in himself, comes the ability and willingness to recognize skill in his fellows. When once he appreciates skill in handicraft, he regards the workman with sympathy and respect.—*Report of the Toledo Manual Training School*.

THE material for this Life [of George Eliot] grew out of two strong elements in her character: the affectionate and persistent friendship which led her to reveal herself so fully to those she loved in her letters, and that constant introspection which made her journal often a mirror of her inner life. These materials make up the book, which is largely a study of her character, and, too, of her character as she understood it. She has verily written her own life. The

interpretation remains for the readers.—*The Chautauquan*.

SETTING other, at work in quest of knowledge for you is a most practicable way of getting knowledge and doing good to the finders thereof. Write out ten different questions, and give one to each of ten young boys and girls of a high school, for example. They will ransack libraries, consult teachers, find out and report what you want to know, and be immensely helped by the knowledge found and the service rendered. Though alone, you need not work alone.—Chancellor J. H. Vincent, D.D., on "How to Work Alone," in the *Chautauquan* for April.

THE day is near when women will lack no high incentive to the best results in every branch of intellectual endeavor and skilled workmanship. Not a week passes but from the Patent Office comes some favorable verdict as to woman's inventive power. Wisdom's goddess deems herself no longer compromised because places are assigned us in her banquet hall. "The world is all before us where to choose," and I, for one, appeal from the "Woman's Pavilion" of the first, to that which shall illustrate the second hundred years of this Republic.—*Frances E. Willard in the Chautauquan for April*.

It is seldom a person is found who pronounces even common words correctly. How many teachers in our country can read the following ten italicized words with no errors: An *extraordinary Caucasian patriot*, with *bronchitis*, while studying an *equation in acoustics* went to a *laundry* to ascertain his *deficit*. On his way he saw an *extempore gallows*. It would be much against a college professor if he should mispronounce seven of these words, for he is expected to know the intricacies of our orthography, but it could not be urged against an ordinary teacher if he should fail on all.—*New York School Journal*.

DURING the past year Canadian writers have furnished various excellent poetical and prose contributions to American magazines, which is sadly sufficient evidence that among the editors and publishers of their own country such writing does not meet with the kindly recognition to which its merits entitle it. What the struggling young literary spirit of our country most needs, then, is a medium by which it may find adequate expression. Is there no one with hope enough in the future of our country and with aims far enough above the common level to establish and carry on such a patriotic enterprise?—*Varsity*.

THE movement to introduce shop training into the public schools, inaugurated several years ago, has made comparatively little progress, and the tide of opinion seems to be setting more and more strongly against it. At the same time there is a desire to see the value of such training as an element of general education tested in special manual training schools, as is being done in St. Louis, Chicago and a few other cities. Boston is making the experiment timidly in its public schools, and this is well since the city has the money to spare. We learn that the city of Toledo will use a bequest of one hundred thousand dollars (part of which is now available) for this purpose. Such experiments, if continued for several years, will shed much light

on the value of such training in the public schools.—*Ohio Ed. Monthly*.

TALKING with children, not to them, is a very effective way to educate them, and the habit of talking familiarly and usefully to children, to each according to his capacity, is an invaluable qualification in a teacher or superintendent. Its practice should be encouraged and cultivated, for it will prove not only delightful, but most successful, in imparting instruction and enkindling in them a love for learning. Sir Walter Scott said, "even in a stage coach he always found somebody to tell him something he did not know before." In any school the teacher will find children who in no other way can be interested, but will enter into familiar conversation with the greatest zeal and often evince surprising knowledge of persons and things. Besides conversation is generally more useful than books for the purpose of knowledge.—*Indianapolis Educational Weekly*.

AT a time when girls are taught so many educational accomplishments—not only arts peculiarly fitted for the delicate perceptions of the female mind, but "dry," abstract sciences that until recent years were studied only by men of learning—it is surprising that an art so simple and yet so useful as shorthand, should be either overlooked, or, if considered at all, considered only as unworthy the attention of a young lady of parts and culture. Shorthand writing is peculiarly suited to the light touch of a lady's hand, and the graceful suppleness of her fingers. Speaking from a practical and varied experience of many years, we affirm that this art more than any other enables the person thoroughly conversant with its principles and practice to build up a substantial and sound superstructure of information of all kinds, with an ease which makes study delightful, and with a certainty which makes it reliable and profitable.—T. A. T. in *The Phonetic Journal*.

"THE improvement of the memory is a familiar instance of an increase of mental power produced by exercise; and the beating sense of fulness and quickened circulation in the head induced by intense study or thought, shows that an organic process goes on when the brain is in activity, similar to that which takes place in the muscular system under exercise. On the contrary, when the organ is little used, little expenditure of its power and substance takes place, little blood and little nervous energy are expended for its support, and therefore little is spent; nutrition in consequence soon becomes languid and strength impaired. To all these laws, the brain is subject equally as the rest of the body. Frequent and regular exercise gives it increased susceptibility of action, with power to sustain it, the nervous energy requiring strength as well as the vascular. Disease of its functions, or, in other words, inactivity of intellect and of feeling impairs the structure and weakens the several powers which it serves to manifest. The brain, therefore, in order to maintain its healthy state, requires to be duly exercised."—*Barlow on Physical Education*.

To be able to write a composition two things are necessary, (1) something to say—facts; (2) ability to say it in written language—compose. In former days some teachers ignored both these requisites. Pupils were simply told that they *must* have a composition by next Friday. These facts

may be obtained through spoken or written language, from pictures, or from the objects themselves. The ability to compose comes by practice—not blind practice. We do not learn to do right by practising the wrong. This practice must be guided by the teacher. To decide which method to use in obtaining the facts for a composition the following should be considered: age and mental condition of pupils; what the available objects are;—for example, it would be the height of nonsense to send third year pupils to a cyclopædia for facts. If the school is six miles from any library it is hardly practicable for them to visit the library to consult books to obtain facts. Objects are always to be found and they are cheap. Trees, animals, and inanimate objects are plenty, but it is not always easy to get the object we wish into the school-room. Pictures are good and can be obtained easily. Every teacher can get them without cost. The readers and geographies are full of them. Write descriptions of them. Begin with the lower grades and with simple pictures.—*Indiana School Journal*.

"NOTHING is more striking to the instructor, as he faces a new class, than the limited powers of expression possessed by young men who have, in most cases, had a very extended course of classical training. It is largely due, of course, to vague and loose thinking. He who has clear ideas can generally manage to convey his meaning, in varying degrees of force, correctness, and elegance. The necessity, however, of making clear distinctions between things, which at first seem all alike, to see forces operating where none were seen before, stimulates unused faculties, and then progress becomes distinctly visible. Men who at the beginning expressed themselves in halting, inexact, and timid words, with a seeming passion of brevity, will at the end of the course in which they have been constantly pushed to express themselves, talk easily and freely on subjects which would at first have frightened them by an appearance of abstractness. In this respect, the training must be much like that in the study of metaphysics. Under constant criticism looseness of words and definitions will disappear—as clearness of ideas comes in."—*Professor J. Lawrence Laughlin in the Popular Science Monthly for April*.

FORTY years ago Liebig brought prominently before the German people the relation of science and art to industry. "The great desideratum of the present age," he said, "is practically manifested in the establishment of schools in which the natural sciences occupy the most prominent place in the course of instruction. Through them the resources, the wealth, and the strength of empires will incalculably increase." In the confidence of this prediction, Germany has continued establishing schools of this class with results that are felt throughout Europe. The latest enterprise of the kind is the Academy for Technical Education in Berlin, whose magnificent buildings were opened by the Emperor the second day of last November. The amount already expended upon this academy exceeds one and a half million dollars. In view of such lavish expenditure, it is not surprising that a member of the French Chamber of Deputies should recently have warned that body that French industry is threatened by technical education beyond the Rhine and the Rhone.—*Education*, Boston.

Notes and Comments.

WE have received, a communication defending us from "Juvenal's" criticisms which were inserted in our issue of March 19. It will appear next week.

"CHARLES EGBERT CRADDOCK," author—or, to tell the secret at once—authoress of the *Tennessee Mountains, Where the Battle Was Fought*, etc., turns out to be a Miss Mary N. Murfree. A good description has been given of her first introduction to the editor of the *Atlantic Monthly*.

APRIL'S *Atlantic Monthly* ought to suit varied and fastidious tastes. The heavier articles—though none are merely technical—are "Political Economy and the Civil War;" "George Frederick Handel;" "Time in Shakespeare's Plays;" "Professional Poetry," Chapters IV.-VI. of Dr. Holmes, "The New Portfolio," will please not only those with whom the illustrious author is a favorite. It is a significant fact that at least six of the contributors are women.

ONE of the pleasures to be looked forward to towards the close of the month is the arrival of the magazines. Already we have been favored with many. Amongst them the *Chautauqua Young Folks' Journal* is ever welcome. The articles in the April number are all continuations: "The Children of Westminster Abbey," No. VII.; "Souvenirs of my Time," No. VII., Mrs. Madison and Mrs. Hamilton; "The Temperance Teachings of Science," No. VII., the action of alcoholics upon the heart; "Entertainments in Chemistry," No. V., a glass of water, etc. The illustrations are always excellent.

PERHAPS the exact opposite of ridicule—a method of correcting which we have decried in other columns—is praise. Praise from a teacher, when judiciously bestowed is, perhaps, as powerful an incentive to increased attempts to please as is ridicule powerful in the opposite direction. It is far-reaching and is beneficial in more ways than one.

"Wilt thou that one remember a thing?—praise him in the midst of thy advice;
Never yet man forgot the word whereby he hath been praised,"

says Tupper. One caution, however, is necessary, viz., that it be distributed as equally as possible throughout the class, otherwise it degenerates into—favoritism.

THERE is no living writer who excels Mr. Pater in grace of style. He does not indulge in passages of sustained eloquence, but every word he writes is calculated to be the best word in that place, to have its full significance brought out. Here and there, of course, there are passages of exceptional beauty; but fine as these are, Mr. Pater's special faculty for verbal expression is more noticeable in his occasional use of certain

words which in his mouth, so to speak, act like a charm. While he is the most rhythmical of English prose-writers, his is the music of the viola rather than of the violin.—*The Athenæum*.

SPACE is devoted to Aristotle in the April numbers of two high class magazines—the *Popular Science Monthly* and the *Chautauquan*. The article in the latter is from the pen of Professor W. C. Wilkinson, D.D. Besides this the *Chautauquan* contains amongst its heavier articles: continuations of "Home Studies in Chemistry and Physics;" and "The Circle of the Sciences." "How to Win" reaches number II. President D. H. Wheeler, D.D., LL.D., writes on "England and Islam;" and Chancellor J. H. Vincent, LL.D., on "How to Work Alone." Two new subjects are commenced: "Easy Lessons in Animal Biology;" and "The Art of Fish Culture."

THE *Popular Science Monthly* for April is an exceptionally interesting number. It contains as frontispiece a portrait of Professor Trowbridge, for the last six years professor of experimental physics at Harvard. Numerous other good illustrations are also scattered through the pages. It is the closing number of Volume XXVI., and therefore is furnished with an index. Amongst the various articles are the following of interest: "The Character and Discipline of Political Economy," by J. Lawrence Laughlin, Ph. D., professor of political economy in Harvard University; "The Nervous System and Consciousness;" "Cholera," by Dr. Max von Pettenkoffer; "Religious Value of the Unknowable;" "Aristotle as a Zoologist;" "Agriculture;" "Structure and Division of the Organic Cell;" "Internal Arrangement of Town-Houses," etc.

MUCH has been said on the subject of the educating power of the press. The recent beautiful illustrations of scenes in the war in Egypt and the Soudan which have appeared in the English illustrated papers bring the subject very forcibly before us. They are often of great merit. Messrs. Melton Prior and Villiers on the battle-field, and Messrs. R. Caton Woodville and Durand in London, continue to produce highly graphic and artistic pictures. That these very often convey a correct impression of the scenes represented may be proved from the numerous *fac simile* sketches reproduced in the journals. It is pleasing to think that the public taste is being educated in this manner by good artists: that it is not spoiled by unfaithful and sensational pictures only "made to sell." Many a young and rising draughtsman probably is having his conceptions of art broadened by these inexpensive prints and engravings. True, numberless worthless specimens of draughtsmanship are yearly produced, but not by the higher class of periodicals.

Literature and Science.

BARCLAY OF URY.

JOHN GREENLEAF WHITTIER.

AMONG the earliest converts to the doctrines of Friends in Scotland was Barclay of Ury, an old and distinguished soldier, who had fought under Gustavus Adolphus, in Germany. As a Quaker, he became the object of persecution and abuse at the hands of the magistrates and the populace. None bore the indignities of the mob with greater patience and nobleness of soul than this once proud gentleman and soldier. One of his friends, on an occasion of uncommon rudeness, lamented that he should be treated so harshly in his old age who had been so honored before. "I find more satisfaction," said Barclay, "as well as honor, in being thus insulted for my religious principles, than when, a few years ago, it was usual for the magistrates, as I passed the city of Aberdeen, to meet me on the road and conduct me to public entertainment in their hall, and then escort me out again, to gain my favor."

Up the streets of Aberdeen,
By the kirk and college green,
Rode the Laird of Ury ;
Close behind him, close beside,
Foul of mouth and evil-eyed,
Pressed the mob in fury.

Flouted him the drunken churl,
Jeered at him the serving-girl,
Prompt to please her master :
And the begging carlin, late
Fed and clothed at Ury's gate,
Cursed him as he passed her.

Yet, with calm and stately mien,
Up the streets of Aberdeen
Came he slowly riding ;
And to all he saw and heard,
Answering not with bitter word,
Turning not for chiding.

Came a troop with broadswords swinging,
Bits and bridles sharply ringing,
Loose and free and froward ;
Quoth the foremost, " Ride him down !
Push him ! prick him ! through the town
Drive the Quaker coward !"

But from out the thickening crowd
Cried a sudden voice and loud :
" Barclay ! Ho ! a Barclay !"
And the old man at his side
Saw a comrade, battle tried,
Scarred and sun-burned darkly ;

Who with ready weapon bare,
Fronting to the troopers there,
Cried aloud : " God save us,
Call ye coward him who stood
Ankle deep in Lutzen's blood,
With the brave Gustavus ?"

" Nay, I do not need thy sword,
Comrade mine," said Ury's lord ;
" Put it up, I pray thee :
Passive to his holy will,
Trust I in my Master still,
Even though he slay me.

" Pledges of thy love and faith,
Proved on many a field of death,
Not by me are needed."
Marvelled much that henchman bold,
That his laird, so stout of old,
Now so meekly pleaded.

" Woe's the day !" he sadly said,
With a slowly-shaking head,
And a look of pity ;
" Ury's honest lord reviled,
Mock of knave and sport of child,
In his own good city !

" Speak the word, and, master mine,
As we charged on Tilly's line,
And his Walloon lancers,
Smiting through their midst we'll teach
Civil look and decent speech
To these boyish prancers !"

" Marvel not, mine ancient friend,
Like beginning, like the end :"
Quoth the Laird of Ury,
" Is the sinful servant more
Than his gracious Lord who bore
Bonds and stripes in Jewry ?

" Give me joy that in his name
I can bear, with patient frame,
All these vain ones offer :
While for them He suffereth long,
Shall I answer wrong with wrong,
Scoffing with the scoffer ?

" Happier I, with loss of all,
Hunted, outlawed, held in thrall
With few friends to greet me,
Than when reeve and squire were seen,
Riding out from Aberdeen,
With bared heads to meet me.

" When each goodwife, o'er and o'er,
Blessed me as I passed her door :
And the snooded daughter,
Through her casement glancing down,
Smiled on him who bore renown
From red fields of slaughter.

" Hard to feel the stranger's scoff,
Hard the old friend's falling off,
Hard to learn forgiving :
But the Lord his own rewards,
And his love with theirs accords,
Warm and fresh and living.

" Through this dark and stormy night
Faith beholds a feeble light
Up the blackness streaking :
Knowing God's own time is best,
In a patient hope I rest
For the full day-breaking !"

So the Laird of Ury said,
Turning slow his horse's head
Towards the Tolbooth prison,
Where, through iron gates he heard
Poor disciples of the Word
Preach of Christ arisen :

Not in vain, Confessor old,
Unto us the tale is told
Of thy day of trial ;
Every age on him, who strays
From its broad and beaten ways,
Pours its sevenfold vial.

Happy he whose inward ear
Angel comfortings can hear,
O'er the rabble's laughter ;
And, while hatred's fagots burn,
Glimpses through the smoke discern
Of the good hereafter.

Knowing this, that never yet
Share of Truth was vainly set
In the world's wide fallow :
After hands shall sow the seed,
After hands from hill and mead
Reap the harvests yellow.

Thus, with somewhat of the Seer,
Must the moral pioneer
From the Future borrow :
Clothe the waste with dreams of grain,
And, on midnight's sky of rain,
Paint the golden morrow !

AUTHORS AT HOME.

JOHN GREENLEAF WHITTIER AT AMESBURY.

HARRIET FRESCOTT SPOFFORD.

NEARLY all the likenesses of Mr. Whittier, with which the present public is familiar, represent an aged man, albeit with a fire flashing in the eye and illuminating the countenance, like that fire which underlies the snows of Hecla. But if, in approaching eighty, his face is still so strong and radiant, in his youth it must have had a singular beauty, and he still keeps that eye of the Black Bachelor, a glint of which was to be seen in the eye of Daniel Webster, and possibly, tradition says, in that of Hawthorne and of Cushing. At any rate, he has shown a fair inheritance of the strength of will and purpose of that strange hero of song and romance, his Bachelor ancestor.

But other strains, as interesting as the old preacher's, are to be found in Whittier's ancestry. One of his grandmothers was a Greenleaf, whence his second name, and she is said to have been descended from a Huguenot family of the name of Feuillevert, who translated their name on reaching our shores, as the custom still is with many of our French and Canadian settlers, to Greenleaf. The poet himself says :

The name the Gallic exile bore,
St. Malo, from thy ancient mart
Became upon our western shore
Greenleaf, for Feuillevert.

To the artistic imagination, that likes in everything a reason for its being, there is something satisfactory in the thought of Huguenot blood in Whittier's veins ; and one sees something more than coincidence in the fact that on the Greenleaf coat-of-arms is both a warrior's helmet and a dove bearing an olive-leaf in its mouth. Among the Greenleafs was one of Cromwell's Lieutenants ; and thus on two sides we find our martial poet born of people who suffered for conscience' sake, as he himself did for full forty years of his manhood. The scion of such a race,—how could he pursue any other path than that which opened before him to smite Armageddon ; and yet the grandson of Thomas Whittier, of Haverhill, who refused the protection of the block-house, and, faithful to his nets, had the red man to friend, in the days when the war-whoop heralded massacre to right and left—the grandson of this old Quaker, we say, must have felt some strange stirrings of spirit against spirit, within him, as the man of peace contended with the man of war, and the man of war blew out those strains before which the towers of slavery's dark fortress fell. For Whittier was not only the trumpeter of the Abolitionists, in those dark but splendid days of fighting positive and tangible wrong, he was the very trumpet itself, and he must

have felt sometimes that the breath of the Lord blew through him.

They are terrible days to look back upon, the period of that long fierce struggle beneath a cloud of obloquy and outrage; but to those who lived in that cloud it was lined with light, and in all their sorrows there was the joy of struggle and of brotherhood, of eloquence and poetry and song, and the greater joy yet of knowing that all the forces of the universe must be fighting on the side of right.

The old homestead where Whittier was born, in 1807, is still standing, and although built more than two hundred years ago, it is in good condition. It is on a high table-land, surrounded by what in the late fall and winter must be a dreary landscape. Carlyle's Craigenputtock, the Burns cottage, the Whittier homestead, all have a certain correlation, each of them the home of genius and of comparative poverty, and each so bleak and bare as to send the imagination of the dwellers out on strong wings to lovelier scenes. Little boxes and paper-weights are made from the boards of the garret-floor of the Whittier homestead, as they are from the Burns belongings, and twigs of the overshadowing elm are varnished and sold for pen-holders, but the whole house would have to go to the lathe to meet the demand, if it were answered generally, for it is the old farmhouse celebrated by "Snowbound," our one national idyll, the perfect poem of New England winter life. An allusion to that strange and powerful character, Harriet Livermore, in this poem, has brought down upon the poet's head the wrath of one of her collateral descendants, who has written a book to prove that nothing which was said of that fantastic being in her life-time was true, and that so far from quarrelling with Lady Hester Stanhope as to which of them was to ride beside the Lord on his re-entry into Jerusalem, she never even saw Lady Hester. But why any one, descendant or otherwise, should take offence at the tender feeling and beauty of the poet's mention of her is as much a mystery as her life.

It was in the fields about this homestead, that fame first found our poet. For there he bought, from the pack of a travelling peddler, the first copy of Burns that he had ever seen, and that snatched him away from hard realities into a land of music; and here the mailman brought him the copy of that paper containing his earliest poem, one whose subject was the presence of the Deity in the still small whisper in the soul; and here Garrison came with words of praise and found him in the furrow, and began that friendship which Death alone severed, as the two fought shoulder to shoulder in the great fight of the century.

Although he had been for some time contributing to the press, Mr. Whittier was but twenty-three years old when he was thunder-struck by a request to take the place of Mr. George D. Prentice, in editing the *New England Weekly Review* for a time; of which request he has said that he could not have been more astonished had he been told he was appointed prime minister to the Khan of Tartary. In 1835 and in 1836 he was elected to the State Legislature of Massachusetts, and he was engaged during all this period, in active politics in a manner that seems totally at variance with the possibilities of the singer of sweet songs as we know him to-day. He declined re-election to the Legislature upon being appointed

secretary to the American Anti-Slavery Society, removing to Philadelphia and remaining there two years, at the end of which time the office of the *Pennsylvania Freeman*, which he edited, was sacked and burned by a mob.

Few men in the world have a closer acquaintance with this same many-headed monster than our gentle poet, for he has been followed by mobs, hustled by them, assailed by them, carrying himself with a defiant courage through them all; and it is a tremendous range of experience that a man finds, as Mr. Whittier has been able to do, between being assaulted by a midnight mob and being chosen the presidential elector for a sovereign State.

After the suppression of his paper—this was at a time when the Legislature of Georgia had offered a reward of five thousand dollars for the arrest of the editor of the *Liberator*—Mr. Whittier sold the old Haverhill homestead and moved to Amesbury, a lovely town, the descendant of Queen Guinevere's Almbresbury, the neighbor of Stonehenge and Old Sarum, which seems a proper spot for him as for a new Sir Galahad; and from this time he began to send out those periodical volumes of verses which have won him the heart of the world. Here his lovely sister Elizabeth, herself a poet, with his mother, and his Aunt Mercy—the three loved of all "Snowbound's" lovers—brightened the home for years, one by one withdrawing from it at last for their long home, and leaving him alone, but for the subsequent sweet companionship of his nieces, who themselves went away in their turn for homes of their own.

The poet's dwelling in Amesbury is exceedingly simple, and exquisitely neat, the exterior of a pale cream color, with many trees and shrubs about it, while, within, one room opens into another till you reach the study that should be haunted by the echoes of all sweet sounds, for here have been written the most of those verses full of the fitful music,

Of winds that out of dreamland blew.

Here, in the proper season, the flames of a cheerful fire dance upon the brass andirons of the open hearth, in the centre of a wall lined with books; water-colors by Harry Penn and Lucy Larcom and Celia Thaxter, together with interesting prints, hang on the other walls, rivalled, it may be, by the window that looks down a sunny little orchard, and by the glass-topped door through which you see the green dome of Powow Hill. What worthies have been entertained in this enticing place! Garrison, and Phillips, and Higginson, and Wasson, and Emerson, and Fields, and Bayard Taylor, and Alice and Phœbe Cary, and Gail Hamilton and Anna Dickinson, are only a few of the names that one first remembers, to say nothing of countless sweet souls, unknown to any other roll of fame than heaven's, who have found the atmosphere there kindred to their own.

The people of Amesbury, and of the adjoining villages and towns, feel a peculiar ownership of their poet; there is scarcely a legend of all the region round which he has not woven into his song, and the neighborhood feel not only as if Whittier were their poet, but in some way the guardian spirit, the genius of the place. Perhaps in his stern and sweet life he has been so, even as much as in his song. "There is no charge to Mr. Whittier," once said a shopman of whom he had made a small purchase; and there is no doubt that the example would have been con-

tagious if the independent spirit of the poet would ever have allowed it.

These Indian summer days of the poet's life are spent not all in the places that knew him of old. The greater part of the winter is passed in Boston; a share of the summer always goes to the White Hills, of which he is passionately fond, and the remainder of the time finds him in the house of his cousins at Oak Knoll in Danvers, still in his native county of Essex. This is a mansion, with its porches and porticos and surrounding lawns and groves, which seems meet for a poet's home; it stands in spacious and secluded grounds, shadowed by mighty oaks, and with that woodland character which birds and squirrels and rabbits, darting in the chequered sunshine, must always give. It is the home of culture and refinement, too, and as full of beauty within as without. Here many of the later poems have been sent forth, and here fledglings have the unwarrantable impertinence to intrude with their callow manuscripts, and here those pests of prominence, the autograph-seekers, send their requests by the thousands. But in the early fall the poet steals quietly back to Amesbury, and there awaits election day, a period in which he religiously believes that no man has a right to avoid his duty, and of which he still thinks as when he saw

Along the street
The shadows meet
Of Destiny, whose hands conceal
The moulds of fate
That shape the State,
And make or mar the common weal.

What a life he has to look back upon, as he sits with his fame about him—what storm and what delights, what struggle and what victory! With all the deep and wonderful humility of spirit that he bears before God and man, yet it is doubtful if he could find one day in it that he would change, so far as his own acts are concerned. It is certain that no one else could find it.

In appearance, Mr. Whittier is as upright in bearing as ever; his eye is as black and burns with as keen a fire as when it flashed over the Concord mob, and sees beauty everywhere as freshly as when he cried with the "Voices of Freedom" and sang the "Songs of Labor;" and his smile is the same smile that has won the worship of men, and of women too, for sixty years and over. Now it is with a sort of tenderness that people speak and think of him whose walk will perhaps go but little farther with their own; not that they deem such vitality and power and spirit can ever cease, but that they are warned of its apotheosis, as it were, into loftier regions, where his earthly songs shall be turned to the music of the morning-stars as they sing together.—*The Critic*.

THE GRAPHIC recently asked its readers to submit their opinions as to who were the greatest American benefactors, writers, soldiers, orators, poets, artists, and statesmen. The following was the result: Benefactors—Washington and Franklin; writers—Irving, Emerson and Hawthorne; soldiers—Grant, Washington and Lee; orators—Webster, Henry and Clay; poets—Longfellow, Bryant and Whittier; artists—West, Bierstadt and Allston; statesmen—Webster, Jefferson and Hamilton. Each of the persons named took rank in favor in the order given.

Educational Opinion.

LANGUAGE STUDY.

It does seem as if the last word would never be spoken in regard to the value of "language study." Still, although much has been said, it seems to be necessary to add something more for the purpose of correcting false ideas on the subject.

Let us endeavor to get a clear view of what the education value of "language study" is. Some say it is valuable to study another language, because you can then become acquainted with the ennobling ideas contained in the literature of that language. Others say it is valuable to study another language, because your judgment and ingenuity are developed in translating the knotty forms of that language into your own. Others, again, say the value consists in the improvement of your style in English composition. Now, though all these things may be true, they do not seem of sufficient importance to justify the spending of years in the study of any foreign language. We can get these grand ideas in many cases in almost as good a shape in our mother tongue. The unravelling of the knotty forms is rather an exercise in English composition,—something that can be learned as well by putting our own thoughts into English words, as by struggling with the obscure ideas of one who lived thousands of years ago, and thousands of miles away.

The most valuable feature of the subject is constantly overlooked by people who write and speak about it, and the consequence is endless confusion of ideas with respect to it. The training which one's judgment, invention, memory and taste receive in learning to put one's thoughts into the forms of a foreign language, is not inferior to the training afforded by the study of any other branch of knowledge whatever.

It would be well for us if we could see the full significance of what is meant by this; we should then see how the study of French and German is just as valuable a mental training as the study of Latin and Greek. We get it into our heads that because a person can make out a word here and there in a French book the first time he sees it, French is a very easy study, and affords no mental training. But if we aim at making French a vehicle for all our thoughts, we soon find out how difficult it is, and how valuable it is as a mental exercise. Many people have a senseless veneration for the dead languages, and a corresponding contempt for the living ones. They think that because some ignorant lumberman chatters away in his dialect, French is not fit for people who have strong intellects, forgetting that the hod-carriers of Rome spoke some sort of Latin or other. Let us disparage no form of study. Let us disparage the study of no language.

Greek and Latin are exceedingly valuable, and will remain so if properly studied. But the modern languages are just as valuable for training the intellect, and they possess the further advantage that they are written and spoken in our own days, and hence are of much greater use when they have been learned than Latin and Greek.

J. Squair

SHORTHAND AS A SCHOOL STUDY.

THIRD PAPER.

Having in my first paper (Jan. 1) given simple illustrations showing what shorthand is, and in my second (Jan. 15) spoken of phonetic analysis, the fundamental principle of phonetic shorthand, I will now proceed to speak of some of the practical advantages to teachers and scholars if shorthand were regularly recognized as a school study.

I believe that any method of teaching, however bad, would be made better, and good methods would be very much improved, if shorthand were substituted for longhand in the dictation of lessons in such subjects as history, chemistry, botany; while its use in the more elementary subjects—arithmetic, grammar, geography—would be none the less appreciated both by teacher and pupil.

Suppose the scholars were able to write 35 or 40 words per minute—a very low rate of speed, which could be attained by ordinary pupils in two or three months by instruction once a week, and practice in odd moments, without interfering with any of their other subjects—what a saving of time would be here represented? The average speed in legible longhand of the ordinary pupil is not, I venture to say, more than 15 or 20 words per minute. Thus, under the present system, *twice as much time is used as need be* in the work of dictation, which plays such an important part in school-room work; and the extra time thus used is so much valuable time *wasted*. It is consumed in work that is worse than worthless, for haste in writing longhand begets illegible and slovenly penmanship, and undoes the work of the writing-master.

But the scholar is not the only one who suffers, for every half hour spent by the teacher which could be saved, is so much time lost, energy wasted, and talent misapplied. I can imagine nothing more exasperating to the conscientious, sensitive teacher, than his being forced to spend hour after hour in dictating at snail-pace when he knows there is a much more excellent way, and when he is conscious that the task he is performing is both mechanical and menial.

Are these dictation exercises not productive of poor penmanship? The fact that they are is so notorious as to call for comment at teachers' institutes.

How would the writing of dictation in shorthand cure the evil? In two ways: first, by relieving the hand of the pupil from the strain of writing so much and so rapidly in longhand; and secondly, by saving a large proportion of time now wasted, and thus enabling the pupils to give more attention to the improvement of their longhand penmanship.

Let the written home-work be judged on its merits as penmanship, first affording the pupils an opportunity to write slowly by relieving them from present pressure, and we would see a marvellous improvement in the second of the three R's. The writing of shorthand characters would in itself, under proper conditions, tend to improvement in the writing of longhand.

If, then, the shorthand method could be substituted for the longhand in those portions of school work—chiefly dictation—where it could be used more advantageously than longhand it would, among others, produce these benefits—it would save time, save labor, prevent the neutralizing of the influence of the writing-master, and improve longhand writing. Are these objects, or is any one of them, worth consideration?

In my next paper I purpose showing in detail, by an illustrative example, what I mean by speaking of shorthand as an *educative method*.

Edw. Bergh

THE FORMATION OF A TEACHER.

"At Queenwood, I learned, by practical experience, that two factors went to the formation of a teacher. In regard to knowledge he must, of course, be master of his work. But knowledge is not all. There may be knowledge without power—the ability to inform, without the ability to stimulate. Both go together in the true teacher. A power of character must underlie and enforce the work of the intellect. There are men who can so rouse and energize their pupils—so call forth their strength and the pleasure of its exercise—as to make the hardest work agreeable. Without this power, it is questionable whether the teacher can ever really enjoy his vocation—with it, I do not know a higher, nobler, more blessed calling than that of the man who, scorning the 'cramming' so prevalent in our day, converts the knowledge he imparts into a lever, to lift, exercise, and strengthen the growing minds committed to his care."—*Professor Tyndall—An address delivered at the Birkbeck Institution, on October 22nd, 1884.*

DEAF-MUTE EDUCATION.

I.

ON the northern shore of the Bay of Quinte, about a mile and a half west of the city of Belleville, stands the Ontario Institution for the education of the deaf and dumb. Passing the lodge at the entrance to the grounds the main building is reached by a circuitous road, on either side of which stand numbers of shade trees. With prudent forethought the Government laid out ample grounds in front of the building. The greater part of these is kept in prime condition in summer by the aid of a lawn mower, and beautiful flower beds lie here and there to relieve the monotony. Immediately at the foot of the grounds stretches the far famed Bay of Quinte, which at this point is about a mile wide. In winter the white sails of ice-boats dot the surface, flying swiftly over its ice-bound waters; and in summer the trailing smoke of passing steamers gives the scene an air of liveliness. Beyond the bay lies the County of Prince Edward, which forms a fitting background to one of the most lovely of landscapes.

The general appearance of the building is stately, designed and built with a view to comfort rather than to artistic grandeur. It is three and a half storeys high, built of red brick with dormer windows in the mansard. The superintendent has charge of all the affairs of the Institute, and is a gentleman of long and varied experience in the management of large institutions. Under his régime important improvements have been made in the decoration of the grounds and sewerage of the establishment, and his most careful attention is bestowed upon everything relating to the welfare and comfort of all under his charge.

At the present time there are some 250 students in attendance. A very large proportion of the pupils are beneficiaries of the Province, which has made provision for the education of all deaf children, between the ages of seven and eighteen, when unable to pay the tuition fee. We must not, however, infer from this that the majority of these children come from homes of poverty; on the contrary, many of them belong to highly respectable families who could provide for them comfortably if they remained at home, though very few are in a position to pay this amount in addition to supplying their children with suitable clothing, which their attendance at school demands.

The ordinary course of instruction occupies seven years, during which time the pupil acquires a mastery of language, enabling him to express himself intelligently. He also receives a fair knowledge of geography, arithmetic, history, and all the branches of a good common school education. While at school he receives board, lodging, washing, tuition, books and stationery, and nursing and medical attendance, free of charge. Still further opportunities for remaining a longer period than

seven years are afforded to those pupils who are unusually bright.

In the attendance at the present time the boys outnumber the girls in the ratio of 3 to 2. The cause of such a large proportion of boys being deaf is probably due to their greater exposure and greater liability during boyhood to contract disease.

So much individual instruction is absolutely necessary in deaf-mute education that it is impracticable for a teacher to have a large class. In some of the American institutions the limit is 14, but we in Canada, on account of our insufficient number of class-rooms, are obliged to make the number larger, some having as many as 22. Experience has demonstrated that more satisfactory results would be derived from a smaller number.

There are many incorrect ideas entertained regarding children who are deaf. It has been asked frequently what is the reason of deaf-mutes being unable to speak, and it is generally assumed that their inability to articulate is due to imperfect organs of speech rather than defective hearing. This is not the case. True, there may be children having the sense of hearing perfect yet unable to speak intelligibly, but in all my intercourse and experience with children who are deaf I have only met seven such cases; and in each of these isolated cases the symptoms of weak intellect were observable. We learn to speak by imitation, and since the deaf child hears nothing to imitate he remains without articulate speech. Children having all their faculties acquire more knowledge the first few years of their existence than at any equal number of years in their future life. Not so with children who are deaf. The two main avenues by which children having no infirmity gain most of their primary education are closed, and without the sense of hearing and the power of speech they remain comparatively ignorant until placed under instruction. They are not however totally void of knowledge, for they often show a great deal of cleverness acquired from home association and by observation. You can readily understand that to give instruction to these children, in the face of so many obstacles, is by no means an easy task. Articulation and how we teach the deaf to speak will be the subject of No. 2.

THE *Pall Mall Gazette* urges that the best testimonial possible to make for General Gordon would be the formation of a "Gordon Free State," upon the plan of the Congo Free State formed by the International African Association, the new State to embrace the Nile country, and its object to be the holding of that waterway on behalf of trade and civilization.

Personals.

LORD LYTON'S *Glen Averil; or The Metamorphoses* is to be published in London this month.

EDMUND YATES, editor of the *London World* has been released from jail on account of ill-health.

THE *Brooklyn Magazine* has offered Lord Tennyson \$1,000 for a poem of four stanzas for the Easter number of their periodical.

MR. BLAINE is contemplating a foreign tour of a year or two as soon as the second volume of his history is finished.

MISS INGELOW'S new volume of poems will soon be published by Roberts Brothers. It is eighteen years since her last book appeared.

PROFESSOR ARCHIBALD ALEXANDER, of Columbia College, is preparing an article for the forthcoming number of the *Presbyterian Review* on the philosophy of Bishop Berkeley.

SIR HENRY TAYLOR, who is as old as our century, will soon publish his autobiography, which is said to be full of fascinating reminiscences of the literary lights of England of fifty years ago.

MRS. CUSTER, the widow of the gallant General, has written a book describing her life and adventures on the plains. It is to be called *Bridle and Saddle*. Harper & Bros. will publish it this month.

MR. EDMUND NOBLE, of Boston, late correspondent in Russia of the *London Daily News*, is bringing out a new work on Russia. It will be entitled *The Russian Revolt; its Causes, Conditions and Prospects*.

PRINCE NICHOLAS, of Montenegro, has added his name to the list of titled authors. He has written a tragedy, *The Empress of the Balkans*, and it was not long ago successfully performed at Podgorizza.

RANDOLPH ROGERS, the noted American sculptor, who has resided in Rome for a number of years, by his will leaves all his art collections, casts, and a number of his original works to the University of Michigan.

M. RENAN is bulky, short, fat, rosy, with large features, long gray hair, a large nose, small eyes, a well-shaped mouth; otherwise he is quite round, moves his whole body at once; his large head rests on his shoulders.

MR. JULIAN HAWTHORNE has recently finished two stories, *The Countess Almara's Murder* and *The Trial of Gideon*. The scenes in the plot of the former are in New York City, and of the latter near the hills of Moab, in the times of the flood.

PROFESSOR ALEXANDER AGASSIZ is in the Hawaiian Islands, studying the formation of the islands and outlying reefs with a view of ascertaining approximately their age and obtaining data concerning the introduction to the archipelago of vegetable, animal and human life.

MR. HENRY NORMAN, an Englishman, educated at Harvard, is revisiting this country for the purpose of preparing a series of sketches of eminent statesmen and literary men to appear in the *Celebrities at Home* series in the *London World*. Mr. Norman is a highly cultivated young gentleman, whose pen adds greatly to the brightness and interest of the *Spectator* and the *Fortnightly Review*.

TORONTO:

THURSDAY, MARCH 26, 1885.

ON THE TEACHING OF HISTORY.

III.

WE come now to the direct work of teaching history to advanced classes in high schools and collegiate institutes. And lest any misunderstand our position in this as well as in all matters of pedagogy let us state it clearly, once more: What one man can write or tell to another concerning methods of teaching is of little value compared with what the teacher invents and formulates for himself; provided, of course, that he avails himself with diligence and judgment of the experience and advice, accessible to him, of all whose opinions he values.

The first thing is to secure the interest of the pupils in the subject. This is done by gaining their confidence in the ability and resources of their teacher; these will be soon recognized if the teacher has prepared himself by some such thorough course of reading as was indicated in our last article. The teacher, whose only source of information is the text-book, can be nothing but a mere catechist. To catechize, or drill, as it is called, is a very good thing; and the class whose teacher neglects to do it, will be sure to contain some who do not get up their work. All pupils who are not of more than average ability, or who are not earnest in pursuit of knowledge, need the discipline of minute, rapid, logically-pursued catechizing; for, as we have said before, the first aim in history teaching, at least in primary and secondary schools, is to secure in the pupil a knowledge of facts. But mere facts, as such, are ever dry food for the mind. They need some sort of preparation, to give them relish. It is the imparting of this relish that is the teacher's real, that is to say, his best function. How is he to do this? The ardent mind of youth is never satisfied with mere statements. It desires to know their proofs, their relations, their logical sequences, their values. The teacher who can show these;—who can direct the pupil where to look for proofs, who can instruct him how to group historical facts according to their nature or sequence, and who can show him that these facts have different values in proportion as they

establish and illustrate the laws of social progress, or of intellectual progress, or of the increase and diffusion of wealth, or of the extension of liberty, or of the upbuilding of good forms of government—the teacher that can do these things for his pupils, awakens in them a sense of mental power, which once aroused and exercised, gives richest relish to what was otherwise the driest intellectual food.

Practically how may the teacher do these things? In the first place, let us say, that if he has read history to some effect, it has become to him much more than a chronicle. He has learned to value facts according to their sociological importance; he has learned to see how events have grown out of other events, and how they have interacted one upon another. His whole mind being habituated to this way of estimating historic data, every question he puts, every illustration he gives, every topic he discusses, every answer he commends, every lesson he assigns, is directed towards familiarizing his pupils with, and getting them to understand, the laws of historic induction. The great uprising of the American colonies in the first half of the reign of George III., is no longer an intricate and exciting story: but rather, of historical epochs, one of the most instructive for establishing and illustrating great sociological truths. It shows how in new societies, where nature puts vast resources within the reach of energetic—though, it may be, unwealthy—settlers, a feeling of buoyancy, a sense of freedom, a disposition to chafe under any restraint, a spirit of independence, and a desire for self-government, are soon developed into powerful springs of public conduct. It shows how self-interest is, as a rule, a stronger motive-power than patriotism. It shows how passions, once aroused in members of the same race, are as malignant and implacable as when aroused in members of the same family. It shows how war inflames the hearts and distorts the judgments of men—even wise, cultured, Christian men. It shows how baneful is the influence of unwise and unjust legislation. It shows, by a dark contrast, how needful to government are the correcting influences of an enlightened public opinion and of a sense of responsibility in legislators. It shows how, eventually, in national affairs as well as in individual affairs, injustice and wrong-doing are inevitably retributed, and, sometimes, with irremediable hurt. And, similarly, any event in that

instructive period has its lesson; and to sift truth from error, to expose prejudice, to judge impartially, that is, to gather these lessons, and so impart them as to lead pupils to see their practical application to the political life of to-day, is a task which the high-minded and skilful teacher of history will delight in, and will succeed in accomplishing.

This brings us to one of the most important things to be borne in mind in the teaching of history. It must be impressed upon pupils that historic personages are real, not fictitious; that they are men of like passions with ourselves; that the principles of right and wrong which we use to test conduct to-day must be used to test their conduct; and, on the other hand, that courses of action, whether pursued by kings, or parliaments, or peoples, which lead to misery, waste of resource, social and political retrogression, or the reverse of these, will, if pursued to-day, lead in similar directions. And the wise and skilful teacher will not shirk the duty of pointing out how the conduct of the rulers and the character of the legislation of to-day must be judged by the same principles which he uses to estimate the merit or the demerit of historic personages and the justice or injustice of their actions.

As has been before stated, any means of giving concreteness to history should be made use of. Wherever locality is concerned, geography teaching should accompany the teaching of history. The routes of armies, the operations of campaigns, the fields of battles, should all be traced and located, again and again, and reproduced from memory. The history of Italy and of Greece should be accompanied by the study of the topography of Rome and Athens. Maps, pictures and coins are efficient aids to memory and understanding, and not difficult to procure.

But were the teacher to content himself with catechizing, and conversation, and lectures, he would fall far short of accomplishing the best results. The pupils must be practised in searching out, describing, comparing and judging for themselves. They should first be asked to prepare synoptical treatments of various general topics: as, for example, the historical relations of England and Wales, or of England and Scotland, in which only the simplest leading facts would be orderly set forth. Then they should prepare

more minute synopses of general topics: as, for example, the Hundred Years' War; then still minuter synopses of more particular topics: as, for example, the Reformation, or the development of the Reform Bill. When synoptical treatments are readily understood by the pupils, an advance may be made in the treatment of questions involving descriptions; and a further advance by the treatment of such questions as demand comparison, discrimination, judgment. For example, in teaching the American War of Independence, synoptical chronological treatments of the war should first be required. Then similar treatments of sub-topics: as English legislation; colonial legislation; military operations;—or, more particularly, Burgoyne's campaign; Cornwallis's campaign; Washington's movements. Then should come such investigations as, the King's influence in the War; Grenville's responsibility; the relative soundness of the policies advocated by Pitt and Rockingham; the rights and obligations of Parliament with respect to the colonies; and so on; and, finally, the lessons which the course and ultimate issue of that great uprising should have for the legislation of to-day? These topics should be assigned to individual members of the class, who should prepare them thoroughly, and write what they have prepared in clear and correct language. Then, reading what they have written, their work should be criticized by their fellow-students, and by their teacher, who should train his pupils as carefully in accuracy and elegance of composition as in soundness of investigation and judgment. This work of the pupils is, perhaps, as useful as any they could possibly be engaged in. They not only reproduce thought, they actually produce it, and they gain practice and skill in the use of language. They are studying not only history but "English," and in the best possible way.

To this method of work a well-selected library is indispensable. Pupils must go to other books than their text books. They must be practised in research; and the more sources of information they have access to, the more lively and interesting will their work become to them.

The study of history, above described, is slow, but it is a genuine educating process. Within the limits of the resources of the ordinary school it is as near an approach to practical work and true historic

research as can be had. But its success or failure (as with every method) depends upon the teacher, whose conscientious regard for truth, honesty of purpose, judgment, tact, zeal, must ever determine the quality of the work done, whatever may be the method pursued, or however excellent may be the appliances with which the school is furnished.

A great deal may be said upon the teaching of history to junior classes in high schools, and to classes in public schools, where the processes, it is perhaps needless to say, would be quite different from those outlined above. But we must defer saying anything more at present.

BOOK REVIEW.

School Keeping: How to do it.—By Hiram Orcutt, L.L.D. Boston: New England Publishing Company. 244 pp., \$1.00.

THE contents of this book are Theory and Practice; How to Begin; How to Govern; How to Teach; Physical Culture; Morals and Manners; Temperance in Schools. It is plain, simple, entertaining, and practical from beginning to end. Its principles and precepts are derived largely from the author's own experience. They are so forcibly put they fasten themselves to one's memory. The book is different from ordinary books on pedagogy. It is racy, striking, positive. We think young teachers especially would like it and find great benefit from reading it.

Senior English History, from the earliest times to 1884. London and Edinburgh: W. & K. Chambers.

THIS little book of 226 pages, and price 1s. 6d., contains the main facts of English history, clearly and interestingly told. The omission of many minor details allows a very full treatment of these facts, and makes the work suitable for continuous reading in class. Much more attention is given to political and social history than is common in ordinary text books. The work is brought down to the close of last year. There are many excellent maps, and numerous helpful notes, full of information and not pedantic. These notes, to some extent, supply the omission of details in the text. The book is liberally illustrated, although some of the illustrations have a very old-world look.

The Heroes; or Greek Fairy Tales for my Children: by Charles Kingsley, illustrated. London and New York: Macmillan & Co. Toronto: Williamson & Co. 150 pp., 30 cents.

THE world, for more than twenty-five centuries, has delighted in the mythic tales of ancient Greece. Having their origin when time was young, they have all the freshness and exuberance of the springtime of nature and the springtime of life. In their original shape they can be got at only by the learned; but now and again some artist-scholar has delighted to paint for his countrymen's children

wonderful pictures, with which the life and character of the prehistoric heroes has inspired him.

The two best known books, in which these beautiful legends are portrayed for children, are Hawthorne's *Tanglewood Tales*, and Canon Kingsley's *Heroes*. They differ in manner of treatment more than in subject matter. Hawthorne has perhaps more fancy and humor, but Kingsley's storytelling has a higher moral purpose. Both books are charming reading for boys and girls, and for such grown up people as have not lost their love of wonderland. The present edition of the *Heroes* is one of a series of supplementary reading books published by the Macmillans; it is beautifully illustrated, and sold at very low price. Teachers might buy it to read the tales to their pupils on Friday afternoon; or, better still, to give it to one of their pupils from week to week, to read to the others, choosing for the purpose those pupils who endeavor to read well. Culture is gained in this way if mere knowledge is not.

Table Talk.

THE Committee of the Public Library of Concord, Mass., have unanimously voted to exclude from their shelves Mark Twain's latest book, *Huckleberry Finn*.

"KITTY," one of the cleverest English novels of the past twenty years, and the best work that Miss Betham-Edwards has ever done, has lately been translated into French.

MR. AINGER'S edition of Lamb's works (published by Macmillan), will contain Mary Lamb's beautiful contributions to the series of *Mrs. Leicester's School*. These have long been out of print.

HENRY JAMES denies that he has in his latest story, "The Bostonians," either caricatured or attempted to portray any living Bostonians. The caps he made fitted very snugly, nevertheless, if we may judge from the angry temper of Boston society.

THE Boston *Literary World's* proposition to incorporate the new word "literarian" into the English language is still creating comments. The last we have seen is the *Chicago Evening Journal's*—"If not, why not?"

AN interesting symposium on "Inspiration" is announced by Mr. Thomas Whittaker. The great question, *In What Sense and Within What Limits is the Bible the Word of God*, is discussed by such men as Canon Farrar, Stanley Leathes, Edward White, Principal Cairns, and others.

MR. AUSTIN DOBSON, who wrote an introduction to Mr. Abbey's illustrated edition of Herrick's poems, will furnish a prologue and an epilogue in rhyme to Mr. Abbey's illustrated version of Goldsmith's *She Stoops to Conquer*. It will be published by the Harpers in the fall.

THE managers of the Paris Exhibition of 1889 have begun to publish a folio *Moniteur de l'Exposition* (New York: F. W. Christern). Portraits of M. Rouvier, Minister of Commerce, and M. Antonin Proust, head of the Exposition Committee, adorn the first number. Besides official information, the paper contains a certain amount of light miscellaneous reading.

Music.

IN Paris a Wagner Society has been organized, bearing the title Bayreuth. It proposes to issue a Wagner-journal.

DURING his recent visit to Hungary, Franz Liszt completed his new oratorio, "St. Ladislaus," and has now resumed work on his Memoirs.

MME. MINNIE HAWK has sung in twenty Philharmonic and Chamber concerts during the season. She has visited England, Germany and Switzerland.

THE new Opera House at Buda-Pesth, Hungary, is the finest of its kind in the world, not excepting the Grand Opera Houses of Paris and Vienna.

THE Symphony and Oratorio Societies propose to purchase a plot in Woodlawn Cemetery and erect there a monument to their lamented leader, the late Dr. Damrosch. They will try to raise \$4,000 to this end.

A TURKISH piano-virtuoso who graduated at the Vienna conservatory was called to Constantinople to play before the Sultan. After the second performance the delighted Sultan conferred upon him the Osmanli order, fourth class.

MME. JENNY LIND-GOLDSMITH is more than a mere honorary member of the Faculty of the London College of Music, and goes every day to Albert Hall to teach her class, often staying an hour or more longer than the rules require.

THE McGibeny musical family—father, mother and 12 children—made their first appearance before a Boston audience at Tremont Temple in the Dahlgren course. The McGibeny's have made a successful tour from Maine to Oregon with their "popular music" entertainment. A full band and orchestra, as well as string quartets, etc., are made up from the ranks of the family.

HEER SCHOTT, the distinguished Wagnerian singer, has about completed arrangements for the establishment of an opera-house in New York City, where Wagner's operas will be given in English and where everything will be conducted on the plan of the Hof Theatre. He has already secured the services of some of the most competent German artists. It is also stated that the prospects for Italian opera in London next season are not very bright. The indications, therefore, are that German opera is about to rule the day in the musical world, and if Patti turns to Wagner, as there is some indication, the Italian composers are entering upon a melancholy period.

THE plan for a school of American Opera, just made public appears to be an admirable one. It was projected by Mrs. F. B. Thurber, a lady to whose musical enthusiasm, we are already indebted for the series of Thomas popular concerts arranged for next season. Mr. Thomas is to be the musical director of the American Opera, which is intended to be a school for musical education; and he will have able assistants. The Academy of Music has been secured for a three-months' season, and a prize of \$5,000 offered by Mrs. Thurber for the best original American opera. If this institution achieves the success it deserves, its projectors can ask no greater reward.—*Lounger in The Critic.*

Drama.

THEY are reviving an old opera by Ad. Adam, entitled, "Giralda, or the new Psyche," at the Royal Theatre, Hanover.

ACTORS should feel kindly toward Lawrence Barrett. The theatre which he will control in New York City next season will be conducted upon the principle that the salary of the actor's will, in the event of hard times, be the last expense to suffer curtailment. He believes the actors entitled to the largest share of the proceeds of their work.—*The Current.*

ONE of the reasons which the public might well advance for a reduction of theatre-prices is that it really takes two persons to appreciate a performance thoroughly. A man, as a rule, does not prefer to enjoy himself in a solitary fashion. Upon this principle managers, it may be suggested, could well afford to accommodate their prices to that kindly impulse of their patrons to bring a friend along. It is doubtful, therefore, if the desire for lower prices is due so much to any stringency in the money-market as to a growing belief on the part of the public that they were entitled to some consideration at the box-office for generous motives.—*The Current.*

FEELING is altogether the most controverted among the talents of an actor. It may be present where we do not recognize it, and we can fancy we recognize it where it does not exist. For feeling is something internal of which we can only judge by its external signs. Now it is possible that certain outer things in the build of a body do not permit of these tokens or else weaken them and make them dubious. An actor may have a certain cast of features, certain gestures, a certain intonation, with which we are accustomed to associate quite different sentiments from those which he is to represent and express at that moment. If this is the case, he may feel ever so much, we do not believe him for he is at variance with himself. On the other hand another may be so happily formed, may possess such decisive features, all his muscles may be so easily and quickly at his command, he may have power over such delicate and varied inflexions of voice; in short he may be blessed in such a high degree with all the gifts requisite for dramatic gesture, that he may appear animated with the most intense feeling when he is playing parts that he does not represent originally but after some good model, and where everything that he says and does is nothing but mechanical imitation.

Beyond question, this man, for all his indifference and coldness, is more useful to the theatre than the other. When he has for a long spell done nothing but copy others, he will at last have accumulated a number of little rules, according to which he begins to act and through the observance of which (in consequence of the law that the modifications of the soul that induce certain changes of the body, in return are induced by these bodily changes) he arrives at a species of feeling that has not, it is true, the duration or the fire of that which arises in the soul, but is yet powerful enough in the moments of representation to bring about some of the involuntary changes of body whose existence forms almost the only certain clue we have as to the presence of inner feeling.—*Lessing.*

Art.

A GREAT deal of money is spent on the teaching of drawing in elementary schools, and most of this money is wasted. The country pays about £40,000 a year in grants; the local rates are burdened with the cost of drawing materials; but the results of that heavy expenditure are disappointing and poor. Ninety per cent of the children who learn are incapable of receiving any real art training, and ninety per cent of the men and women who teach have next to no knowledge of art and no power whatever of drawing. Elementary teachers cannot be expected to draw skilfully. While they are learning their trade the best part of their time is spent on frivolous and useless studies, and when they begin the work of their lives their leisure is too scanty to permit of the cultivation of accomplishments. Yet every teacher under the London School Board is required to possess a drawing certificate, and the sum of £5 per year is paid to those who have gained the distinction. Thus in London alone the sum of £9,000 per year has been handed over in the form of gratuities ever since the Board got into full swing, and, although the new salary scheme may make some difference, it is certain that, up to now, something like £80,000 has been presented to holders of second grade certificates. A young man or woman who can draw a vase without making too many smudges, make a blackboard sketch of a coal-skuttle or flower-pot, put a cross or slab into perspective on a prepared form, and draw an ellipse that is not too ragged in outline, will receive a testimonial from Kensington which confers the right to earn grants. The majority of certificated teachers do not pretend to be able to draw at all. They meet the demands of the Department and of the School Board; they do a certain amount of purely mechanical work which enables them to scrape through the examination; and then they think no more about the matter.

In the London schools two hours per week are spent on drawing, and the lessons are most farcical performances which cause a sad waste of time, money, and material. Every child is required to pass through the Kensington mill. According to my own experience, in an average section of fifty boys, one may have a genuine liking and capacity for drawing; half a dozen can produce a neat and well-balanced copy; a score can laboriously produce something which is clean and not wholly inoffensive to the eye; while the rest of the class are utterly hopeless.

A visit to an ordinary Board school on the examination day is a somewhat humiliating experience. Slips of paper are served out which have a figure on the left-hand side and a blank space to the right; then the pupils go to work for an hour, and the batch of finished papers is picked up. Some of the papers are scrubbed into holes through vain attempts at erasure; some are blurred and smudged so that the drawing is invisible; some of the figures are absurdly lengthy and lean; some are comely; some stagger to the right, some to the left; scale and proportion are disregarded; and only about one in fifty is done with approach to accuracy or freedom. On exhibitions of this sort the nation spends something like £100,000 a year, if we add the cost of materials to the amount of annual grant.—*James Runciman, in the Magazine of Art for April.*

Practical Art.

PERSPECTIVE.

ARTHUR J. READING.
EIGHTH PAPER.

NOW a circle can only touch a line in one point, and a perpendicular to the line at that point must pass through the centre, if produced far enough, (Euclid, Book III., prop. 19). Therefore the centre of the given circle will be 5' to the right of LD and distant from GL the length of the radius (3'). With this point as a centre describe a circle to touch GL, and about it construct a square, showing diameters and diagonals, the latter cutting the circumference of the circle in the points 1, 2, 3, and 4. In placing the square in perspective, no difficulty will be encountered, *ef* is the near edge, *eRMP* will give the diagonal *eg'*, corresponding with *eg*; complete the square and draw the diameters and diagonals. A line through 1 and 3 will cut GL in a point as far to the right of *e*, as 1 and 3 are from the side *eh*; and the line through 2 and 4 will cut GL in a point as far to left of *f*, as 2 and 4 are from the side *fg*. From these points of contact draw lines to CV; where they cut the diagonals *eg'* and *fg'* will give points corresponding to 1, 2, 3, and 4. Through these draw the curve of the ellipse.

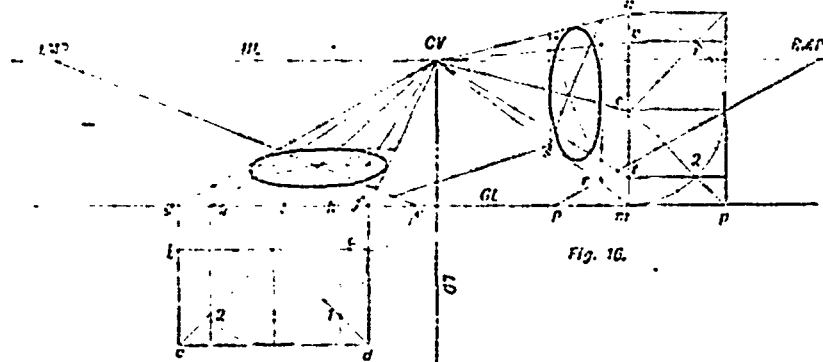
Problem 26.—A circle of 4' radius lies on the ground with its centre 7' to the left and 6' back. Height, 6'; distance, 16'; scale, 1/48.

As the circle is not touching PP it is better to place the plan in such a position that its nearest corner to LD and GL corres-

these points are obtained by means of a semicircle, just as easily and correctly as by means of a circle, and that the centre may be either in the side nearer to the GL, or in the one more remote. Students may use whichever method appears least difficult—here economy of space is essential, so the semicircle is used. The plan might be drawn by using the point *l*, 7' to the left, as the centre of the semicircle, but if this is done it must be remembered that the corner of the square will be 2' back on the line CV, because the centre is 6' back, and the half diameter is 4' long, and so this distance must be measured to the right of *f*, and *eLMP* drawn. In the illustration (fig. 16) the arc *ae*, drawn with the centre *f*, gives the same result, the line *ab* being placed 2' below GL; this is a short and easy way of taking the measurement on GL. Having completed the square and found the points *h* and *k* by the perpendiculars from 1 and 2, draw the lines *hCV* and *kCV*; the points of intersection of these and the diagonals of the square, will give four of the required points, and the ends of the diameters the others. Through these draw the curve.

Problem 27.—Show the same circle when standing upright, perpendicular to PP and ground plane, nearest point of circumference to PP being *S'* to the right and 3' back. Height, 6'; distance, 16'; scale, 1/48.

Find the point *m*, *S'* to the right, and draw *mCV*; to the left of *m* measure 3' to *p*, and draw *pRMP*; *r* will be near corner of lower edge of square enclosing circle; the far corner of this edge is found by measuring to the left of *p*, the length of the diameter



ponds to the same corner of the square containing the circle. We will use a semicircle for the plan in this and subsequent problems, and so must enclose it in half a square, taking care to draw the *half diagonals* of the square from the centre of the semicircle, and not the *diagonals* of the *half square* or oblong. In last paper, the use of the points marked 1, 2, 3, and 4, was explained, viz:—to find on the GL points as far from the corners of the square as these points of intersection of the diagonals of the square, and the circumference of the circle, are from the sides of the square. It will be seen that

of the circle (*S'*) to *f*, and drawing *fRMP* to cut *mCV* in *s*. At *m* erect a perpendicular equal in height to the diameter of the circle; bisect it in the point *o*; with this as a centre, radius 4', draw the semicircle; enclose it in the half square, and draw the half diagonals from *o*, giving the points 1 and 2. Draw horizontal lines through 1 and 2, meeting the perpendicular in *l* and *v*, and from *l*, *o*, *v* and *u* draw lines to CV; erect perpendiculars from *r* and *s* to meet *uCV* to complete the square. Draw its diameters and diagonals and the eight points through which to trace the curve will be obtained.

Mathematics.

PAPERS IN FACTORING. II

1. $5x^2 - 24xy - 5y^2$.
2. $28a^2b^2 + 11ab - 24$.
3. $51a^2b^2 - 5ab - 56$.
4. $17x^2 + 220xy - 13y^2$.
5. $9(x-a)^2 + 13(x-a)(y+b) - 10(y+b)^2$.
6. $5a^3 - 45a^2x^ny^2$.
7. $x^4 - 13x^2 + 36$.
8. $x^{14} - y^{16}$.
9. $a^4 - 25a^2x^2 + 144x^4$.
10. $(a^2 - 12a + 34)^2 - 4$.
11. $(a^2 - 6ab - 4b^2)^2 - 144b^4$.
12. $(a^2 - 4a - 1)^2 - 16$.
13. $4x^4 - (x^2 - 3x - 2)^2$.
14. $(2x^2 - 3x + 13)^2 - (x^2 + 9x - 22)^2$.
15. $(x^2 + 5x + 5)^2 - 1$.
16. $4(2x^2 + y^2)^2 - (x^2 + 7xy)^2$.
17. $a^2 - b^2 + 2bc - c^2$.
18. $x^2 - y^2 - a^2 + b^2 + 2ay - 2bx$.
19. $a^2 - b^2 - c^2 - d^2 + 2bc + 2bd - 2cd$.
20. $x^4 - y^4 - a^4 + b^4 - 2a^2y^2 + 2b^2x^2$.
21. $x^4 - a^4 + b^4 - 1 - 2a^2 - 2b^2x^2$.
22. $a^2bc - b^2c + 2b^2c^2 - bc^4$.
23. $(x^2 + a^2 - b^2)^2 - 4a^2x^2$.
24. $(x^4 + a^4 + b^4 + 2a^2x^2 - 2b^2x^2 - 2a^2b^2) - 4a^2x^2$.
25. $x^4 + a^4 + b^4 - 2a^2x^2 - 2b^2x^2 - 2a^2b^2$.
26. $2x^2y^2 + 2y^2z^2 + 2z^2x^2 - x^4 - y^4 - z^4$.
27. $x^6 + a^2b^2$.
28. $x^6 + 9x^2 + 8$.
29. $(a+h)^2 + c^2$.
30. $(a+h)^2 + (a-h)^2$.
31. $1 - 8a^2b^2$.
32. $27x^2 - 64y^2$.
33. $a^6 - 28a^3 + 27$.
34. $8a^4 - 19a^2b^2 - 27b^4$.
35. $a^4 + a^2b^2 + b^4$.
36. $x^4 + x^2 + 1$.
37. $a^4 + 5a^2b^2 + 9b^4$.
38. $a^4 - 7a^2b^2 + 9b^4$.
39. $4x^4 + 11x^2y^2 + 9y^4$.
40. $x^4 + 4a^4$.
41. $(a+h)^4 + (a-h)^2c^2 + c^4$.
42. $(a+h)^4 + 4(a-h)^4$.

THE Hibbert lecturer for the present year is Professor Pfeifferer of Berlin, and his subject "The Preaching of the Apostle Paul and its Influence on the Development of Christianity."

THE late Edmond About was happily married, and had four sons and four daughters. "No one who ever met him," says the *Allemann*, "can forget the charm of his conversation, his store of anecdotes, and his way of giving the best possible force to everything he said."

MR. GLADSTONE is forced to listen to some plain truths nowadays. His name appearing on the Mansion House Committee for the Gordon Memorial evoked a tremendous outburst of public indignation. Conservative newspaper offices have been deluged with letters from "all sorts and conditions of men" demanding the withdrawal of his name. "I cannot contribute a shilling," hundreds write, "while he is on the committee." And not a Radical is found to stand up for the "G. O. M." in this matter. —*N. Y. Tribune.*

The High School.

QUESTIONS ON THE LADY OF THE LAKE.

HARTON EARLE.

1. "The literature of our native county, like that of every other, is related, intimately in many points, to the history of the nation. The great social epochs are thus also the epochs of intellectual cultivation."—*Spalding*. Discuss this.
2. What four names may be taken as representative of the phases through which our literature has passed?
3. Briefly describe the character of each of the first three periods.
4. Who were the harbingers of the Natural School? How did they differ from their predecessors?
5. What forces operated to produce the Natural School?
6. Write a note on the influence of ballad poetry.
7. "English literature has been affected in turn by the Italian, the French, and the German." What, in each case, were the nature and extent of these influences? Name the leading writers affected by them.
8. What are the leading peculiarities of the Natural School?
9. Brooke says that "poets worked on two great subjects—Man and Nature." Up to what age was the subject of Man alone treated? Name the first English poem devoted to natural description. Briefly describe its character.
10. "All cultivated and perfect enjoyment of poetry, or of any other of the fine arts, is partly emotional and partly critical."—*Cruik*. Explain. Show that these two qualities are blended in Scott's poetry.
11. "Walter Scott, again, was never accounted one of the Lake poets; yet he, as well as Wordsworth and Coleridge, was early a drinker at the fountain of German poetry."—*Cruik*. Name the Lake poets. Why so called? To what extent was Scott influenced by German poetry?
12. "It was Scott who first in his day made poetry the rage."
"Scott's poetry impressed its character upon all the poetry that was produced among us for many years after."—*Cruik*. Discuss fully.
13. Brooke says of Scott: "No poet . . . is a finer colorist." Discuss this criticism, giving examples from "The Lady of the Lake."
14. "In the illustrious band of poets, who enriched the literature of our language during the first generation of the present century, there are four who have gained greater fame than any others, and exercised greater influence on their contemporaries."—*Spalding*. What poets are referred to? Name some of the greatest of their contemporaries.
15. "It might almost seem as if there were something in the impressiveness of the great chronological event formed by the termination of one century and the commencement of another, that had been wont to act with an awakening and fructifying power upon literary genius in these islands."—*Cruik*, p. 457. Discuss.
16. Spalding says that Scott and Byron "owed their popularity mainly to characteristics which they had in common." What are these characteristics?
17. "It (The Lady of the Lake) is a kind of romantic pastoral: and a good deal of vagueness, both in character and in narrative, is hidden from us by the charm of its magnificent landscapes, and the cheerful airiness of the sentiment and adventures." Discuss this criticism.
18. Write a brief sketch of Scott's life.
19. Write notes on Southey, Coleridge, Wordsworth, Campbell, Rogers, Moore, Byron, Shelley, Keats.
20. Name, and very briefly describe, Scott's chief poems.
21. Upon what does Scott's fame chiefly rest?
22. What does Jeffrey regard as the great secret of Scott's popularity?
23. Write notes on (a) his choice of subjects; (b) the management of his passions; (c) his diction and imagery.
24. Write a general criticism on Scott's style.
25. Compare "The Lady of the Lake" with "Marmion," and with "The Lay of the Last Minstrel."
26. Criticise the plot of "The Lady of the Lake."
27. How does Scott rank as a descriptive poet? Compare him, in this respect, with Goldsmith.
28. How does he rank as a delineator of character? Compare him with Byron in this respect.
29. What does Angus regard as the secrets of the success of Scott's poetry? Give the substance of Angus's opinions as to his subjects; his mode of treating them, and his versification.
30. "If Scott's own genius were to be described by any simple epithet, it would be called a narrative genius."—*Cruik*. Show this to be true.
31. Estimate the influence of the Waverley novels on historical writings.
32. Which are the greatest of Scott's poems? Upon what does the interest in each of these poems depend?
33. What measure does Scott generally employ? What is his principal metrical expedient?
34. What may be said of the plots or intrigues in Scott's poems?
35. Name the different kinds of poetry, and give examples of each kind.
36. Define the following, giving examples: Alexandrine, Heroic Measure, Romance Measure, Adonic Measure, Ballad Metre, Tumbling Metre.
37. Derive and define Iambus, Trochee, Dactyl, Anapest, Amphibrach, Anacrusis.
38. Derive and define Monometer, Dimeter, Trimeter, Tetrameter, Pentameter, Hexameter.
39. Derive and define Catalectic, Acatalectic, Hypermetric.
40. Give the history of the Spenserian stanza. Describe its metrical structure. Name poems written in this stanza.
41. Draw a map of the scene of "The Lady of the Lake."
42. Write a brief epitome of Canto I., introducing quotations.
43. In what relation do the Spenserian stanzas at the opening of Canto I. stand to the poem?
44. Make any remarks that may seem necessary to a clear understanding, and a full appreciation of these stanzas.
45. What purpose is served, generally, by the opening stanzas of the other Cantos?
46. How do these Spenserian stanzas compare with the rest of the poem as to poetic excellence?
47. Describe, in your own language, introducing quotations, the Stag-hunt. Point out some of the finer touches.
48. Describe, after Scott, introducing quotations, the Trossachs. Refer to some of the finest passages in this description.
49. Give, in your own language, an account of the stranger's meeting with the Lady of the Lake and their arrival at the Island.
50. Briefly describe the lodge, and give an account of Fitz-James's dream.
51. Point out any improbabilities in the plot, which appear in this Canto.
52. Why should the plot in this poem not be criticized severely?
53. Which do you regard as the finest passages in this Canto?
54. Show clearly the bearing of this Canto on the rest of the poem.
55. Write brief notes on the following:—St. Fillan's spring, Caledon, Benledi, Teith, Brigg of Turk, Trossachs, Seine, Loch Katrina, Benvenue, Ben-au, Nymph, Naiad, Grace, Idaean Vine, Ferragus and Ascabart.
56. Define the following:—Copse, glen, cairn, ken, linn, moss, moor, quarry, whin-yard, dell, dingle, turret, dome, battlement, mosque, pagod, foxglove, nightshade, moat, mauns, hermit, cloister, beshrew, snood, mere, shallop, ptarmigan, rood, fay, errant-knight, sooth, emprise, weird, dale, down, pibroch, reveillé, gauntlet, orisons.
57. Derive the following:—Sublime, magic, rill, copse, falcon, rout, scarce, mettle, rein, spent, quarry, baffle, eagle, pagod, foxglove, stain, fairy, down, bugle, hermit, bead, canopy, host, chisel, mirror, sport, sue, square, fence, search, porch, threshold, uncouth, soldier, squadron, bittern, trophy.
58. Write a brief epitome of Canto II.
59. Paraphrase the opening stanza.
60. Give briefly the substance of Allan-bane's song.
61. Ellen says in stanza VI.—
"Pour forth the glory of the Graeme,"
Does that mean Malcolm Graeme? Give reasons.
62. Give the substance of the conversation between Ellen and Allan-bane.
63. Remark on stanza XVII.
64. What purposes are served by the description, in the Boat Song, of the savage character of the raid.
65. What traits of character are brought out in stanzas XXVIII. to XXXV. inclusive?
66. Show that the passions are skilfully managed in these stanzas.
67. Stanza XXXI.—
"By crossing terrors wildly tossed."
Explain.
68. What purpose is served by the encounter between Roderick and Malcolm?
69. Show how the action of the poem and the development of the plot are advanced in this Canto.

The Public School.

ICE.

LET us take a piece of ice and place it in a pan on a hot stove; gradually it will melt, remaining at a constant temperature, as measured by a thermometer, until every particle has changed to water. The thermometer indicates that until the last mite of ice has disappeared or been melted the temperature of the liquid is zero. The next instant, however, the rising thermometer shows that the water is becoming warmer, and soon after the rising steam and diminishing volume of heated water tells us that evaporation is going on, that the liquid is passing off into the vapor or gas state. We have thus the continuous passage of a body through the three states into which all water is resolved—solid, liquid, gas. The solid preserves its compact shape, the liquid is easily movable, the gas expands in every direction. The solid ice stands intact upon its base, the liquid water flows about until its surface is level, while the gas fills the whole room. These are the three distinguishing characteristics of the three states of matter. Let us look at it in another manner. All matter is made up of little particles or little masses, scientifically termed *molecules*. Picture to yourself these molecules rushing away from one another and you have a gas; picture them as moving about quick and readily over another, and you have a liquid; picture them as being held close together, immovable, or resisting all efforts to displace them, and you have a solid. The gas is a crowd of boisterous school children rushing helter-skelter into every nook and corner, here, there, and everywhere; the liquid is the same crowd, restrained and cooled down into an orderly quietly-moving class of students; while the solid is the thoroughly-curbed motionless body of stolid children arranged in rows. We may classify these children by the manifestation of life; it is the bubbling-over of spirit, activity, or life, that changes them from the solid to the liquid and then to the gaseous. In the case of our ice the change is brought about by what may be termed the "life or spirit of matter," in other words by *heat*. Upon the liveliness of the molecules, then, will depend the condition, whether gas, liquid, solid. By repressing liveliness of activity we can reverse our experiment, restore the gas to its liquid or dewy state, and then cool down the liquid into hard solid ice. Just as we can bring the noisy children into subjection by allowing them to play out their liveliness, or by depriving them of their spirit, so can we cool down the activity of the gas molecules into the state of liquid molecules, and just as we can then further tire the quieted children into listlessness and sleep, so can we cool the activity of the liquid molecules into the state of solid molecules. Again using our comparison we can say, that in a gas the particles are in their state of wild activity, in a liquid they are in passive yielding subjection, while in a solid they are subdued to quiescence and sleep. Heat is the motive power that changes matter, but we must remember that as the spirit or activity is simply a manifestation of the child, so heat is but a peculiar manifestation, a mode of activity or motion, of the particles of matter. We say the child is active; so we also say, the matter is hot, *i. e.*, activity and heat cannot exist by themselves, they are but modes of motion.

Let us now make another observation. As the children are brought more and more into subjection they move nearer together, form into regular lines and groups and occupy less room (that is less of the room in the sense of not being so widely scattered). So with matter; as it cools it arranges itself within more definite limits. All bodies, living or not living, occupy, or strive to occupy, more space the more active they become. The restless gas-molecules shoot into every corner, the limp, sleepy liquid-molecules roll lazily along the floor, while the motionless solid-molecules stand stock-still. The law we may state in few words—"heat expands, cold contracts." This rule is well-nigh universal, but as to every rule there are exceptions, so to this; and our experiment before us gives us the most celebrated. By carefully watching the progress of the melting of the ice we will see that the ice was larger in bulk or size than the water produced from its melting. Or, to reverse the experiment, nine cubic inches of water will freeze into a block of ice containing ten cubic inches. The conclusion then is, that water expands when it freezes by one-ninth of its volume, and upon this exception depends the fact that we are able to live where we are and as we are to-day. A seeming law of nature is here reversed and all animal life is benefited thereby. This conclusion is arrived at by the following considerations. If the water were to decrease in bulk as it freezes, its average weight would increase in the same proportion, and the ice, heavier than the water, would sink to the bottom. Let us imagine the effect in Lake Ontario. As winter came on the surface would cool, freeze into sheets of ice, which would sink to the bottom like stones. This process of freezing and sinking would continue all through the winter, until after a short period of time the whole lake would be one solid mass of ice, destroying thereby all life of fishes and water animals. During the succeeding summer the surface of the ice would be melted but to a very shallow depth, the larger portion of the frozen lake would be unaffected by the sun's heat. The proof of this can be easily shown by a simple experiment with our pan of ice water. To heat the water we place the pan upon the stove and the heat *ascends*; if we place the pan *under* the stove and allow the heat to come down upon the surface, only the surface will be affected. To heat a liquid or melt a cake of ice, therefore, we must apply the heat below. The sun's rays would melt the surface of the lake of ice, and this covering of water would not allow the rays to penetrate to a depth sufficient to melt all the ice. Then, instead of having a lake south of us, that by its more constant temperature moderates our summers and winters, we would have an immense ice-house or ice-berg that would tend to make Ontario a region of Arctic coldness. The effect can be followed out along other lines as well, and the conclusions arrived at will be that this exception to a general rule has been made for man's welfare, and can be the result only of design.

By observing the melting of a piece of ice in a deep glass vessel we notice that the ice or ice water decreases in volume until it has been heated four degrees above zero, and that then it regularly increases in volume. Water as it freezes possesses a most powerful and irresistible force, it must expand, and whatever resists must give way and make room—rocks are shattered, iron mortars exploded, water pipes burst, fruit jars cracked, and damage done in a thousand and one dif-

ferent ways known to all in this cold climate. One of the great advantages to farmers is that it breaks up any hard land into which the fall rains can drop or percolate.

In running streams or on the restless lake the motion of the water prevents the quiet formation of the ice crystals, and therefore the water does not freeze. Often, however, at the bottom, where there is less motion, ice will be formed around stones and small boulders until the light ice is sufficient to float away the gravel and carry it down stream where it deposits it at the river's mouth.

Snow is ice in fine particles loosely thrown together, being on the average about nine times the bulk of the solid ice. Snow and ice are cold, but the coldest objects are sometimes the warmest coverings. They do not allow the heat beneath to pass through, and in this manner the earth and water, that have been warmed up during the summer, are kept warm beneath these white warm winter blankets, preserving grain and fish from perishing by the cold without. They keep out the cold, or rather, they keep in the heat that is within.

Take a handful of snow, the pure white glistening snowflakes, crush it in your hand, push the little particles or crystals closer together; or place the snow upon a table and strike it with a hammer—at once your white snow will be turned into transparent ice. The reason is that there are no spaces in which the air becomes entangled, no surfaces (or fewer, perhaps, we should say) from which it can be reflected, no edges or corners through which it can be refracted—the rays of light pass straight through and the ice accordingly is transparent to a greater or less extent. It is still crystalline, however, as may be seen by passing a beam of light through a thin slide when there will appear star-shaped flowers similar to the flakes of snow, six-starred, as we have before seen.

One of the most interesting and beautiful appearances of ice is that daily seen in the frosting of windows, where the hexagonal arrangement of ice-crystals gives us the fairy tracery of fern-like foliage.

Charles James

PHYSICAL EDUCATION.

No system of education and school management is complete which neglects to provide for due attention to physical training. Children should be taught how to sit, to stand, to move, to walk; to abstain from the use of those things, and to avoid the doing of those acts, which are injurious to health. Regulations and instructions in relation to this matter should be simple, and due attention should be given to them at every appropriate opportunity during the daily exercises of the school.—From the *American Teacher*, quoted from the Manual of the Board of Education of the City of New York, 1884.

THE Rev. Charles F. Thwing, just chosen president of Grinnell College, Iowa, is a descendant of Stephen Hopkins, the pilgrim, who came to Plymouth in the Mayflower, in 1620. Mr. Thwing's great-great-grandfather, Prince Hopkins, was born in Harwich, Mass., in 1769, and moved to New Sharon, Me., in 1804, driving his sheep and cattle before him through what was then almost a wilderness.

Educational Intelligence.

GRENVILLE TEACHERS' ASSOCIATION.

THE annual meeting of the above Association was held in the school house, Kemptville, Feb. 26th and 27th. In the absence of the president and secretary Mr. C. McPherson was elected president, and Mr. T. A. Craig secretary.

After Rev. Inspector Blair "inquired into circumstances connected with the finances of the Association" and made some explanation of previous business the regular work was commenced.

During the session papers on the following subjects were read by the gentlemen whose names are annexed to each subject, respectively:—Composition, by Mr. Tilley, Director of Teachers' Institutes; Dictation, by Mr. Rose, Assistant Master, Prescott High School; Physics, by W. S. Cody, B.A., Head Master, Kemptville High School; Writing, by Mr. Stoneman, Head Master, Cardinal Public School; Teachers' Difficulties, by Mr. J. H. Allen, Head Master, Kemptville Public School; "The Three R's," by Rev. G. Blair, I.P.S., Grenville County; Drawing, by Mr. C. McPherson, Head Master, Prescott Model School.

On Friday morning Mr. Tilley explained his method of teaching fractions; this was the most practical part of the whole proceedings. A class of children were present in order that Mr. Tilley might have an opportunity of fully explaining his method and illustrating it by actual practice.

On Thursday evening a public meeting held in the town hall, was addressed by Mr. Tilley. Subject:—"The Relation of Education to the State." The speaker addressed the meeting for about an hour and a half during which time he was attentively listened to.

On Friday morning the committee on "periodicals" presented a report advising that one third the actual subscription of members to any educational paper or papers be paid by the Association.

The library committee reported the number of volumes in the library and its present condition.

The election of officers resulted as follows:—President, Mr. C. McPherson; vice-president, Mr. W. S. Cody, B.A.; corresponding secretary and treasurer, Rev. G. Blair, M. A.; recording secretary, Mr. T. A. Craig; committee of management, Miss S. Wright, Miss E. Sturton, Mr. Melville, Mr. Allen, and Mr. Stoneman.

Mr. A. McDonald, of Merrickville, was appointed to receive subscriptions for educational periodicals.

During the session the following motions were carried:—

Moved by Rev. G. Blair, M.A., seconded by W. S. Cody, B.A., "That this Association entirely approves of the principle adopted by the Hon. the Minister of Education, that only one text book on each subject be authorized."

Moved by Mr. A. McDonald, seconded by Rev. G. Blair, M.A., "That in view of the great benefit which we have derived from the eminently instructive and practical addresses delivered by Mr. Tilley, this Association takes great pleasure in expressing its high appreciation of the wisdom of the course pursued by the Hon. the Minister of Education in appointing 'Directors of Teachers' Institutes.'"

COUNTY OF STORMONT TEACHERS' ASSOCIATION.

THE sixteenth half-yearly meeting of this Association convened in the public school building, Cornwall, on Monday March 2nd. The first session was opened by Mr. Smith, A.M., retiring president. The business of the Association was first disposed of; the election of officers resulting as follows:—President, Mr. McNaughton, I.P.S.; vice-president, Miss Ogle; sec.-treas., Geo. Bigelow; man.-comm., Messrs. Bowen, McEwen, and Cook, and Misses Gillis and Brown; auditors, Messrs. Baker and Relyea.

The auditors' report showed an income of \$113.58, an expenditure of \$67.50, with a balance on hand of \$46.08.

Mr. Tilley explained the changes in the regulations affecting Teachers' Associations and the arrangements for conducting Institute exercises. A paper on composition was then given by Mr. Tilley. In the evening an appreciative audience assembled to hear Mr. Tilley's lecture: "The Relation of Education to the State."

At the close of the lecture Mrs. Kennedy, by request, gave a recitation. Rev. Mr. Hastie spoke in complimentary terms of Mr. Tilley's lecture, and then urged the necessity of religious instruction in the public schools.

Mr. Brown, I.P.S. for Dundas, congratulated the town of Cornwall on its fine school building and also expressed his appreciation of Mr. Tilley's work.

The thanks of the audience were voted Mr. Tilley and also Mr. Kennedy.

On Tuesday morning Mr. Nugent took up the subject of Algebra. Commencing with very simple illustrations in factoring, he proceeded to deal with the most simple and complicated forms, making every process plain and easy of comprehension.

Mr. Tilley taught a class in fractions, giving practical illustrations of the theory he advanced.

In the afternoon Mr. Talbot treated the subject of mensuration. Starting with a horizontal line he explained the construction of the various geometrical figures, illustrating by means of paper forms the methods of finding areas, and showing very plainly the manner of deducing the formulas so often used and so imperfectly understood.

Mr. Tilley followed with a lecture on "The Relation of the Teacher to his Work."

At the close of this lecture the special thanks of the teachers were proffered Mr. Tilley.

THE Chautauqua Literary and Scientific Circle has more than seventy thousand members enrolled on its list.

MR. E. A. BARNES, Principal of one of the Chicago public schools, has been suspended for two weeks for undue severity.

PROFESSOR YOUNG, of Princetown, is on his annual lecturing tour among New England schools.

The New Departure in College Education, being President McCosh's reply to President Elliot last month (Scribners), and *Some Important Questions in Higher Education*, by President A. D. White. (Ithaca, N. Y.: Andrus & Church), are works evoked by Harvard's scheme of electives in colleges.

HARVARD annually offers in fellowships, scholarships, and prizes, \$34,555; Johns Hopkins', \$14,500; Cornell, \$50,630; Williams, \$8,900; University of Pennsylvania, \$8,605; Dartmouth, \$7,500; Princetown, \$6,050; Amherst, \$5,800; Yale, \$5,645.

THE corporation of Yale College have elected the Rev. Dr. Lewis O. Barstow professor of homiletics and pastoral theology in the theological school, and the Rev. John E. Russell professor of Biblical theology. The Lyman Beecher lecturer for next year will be the Rev. Dr. William M. Taylor, of this city, who will take for his subject, "The Scottish Pulpit from the Reformation until the Present Day."

MR. GEORGE HICKS, an inspector of schools in Jamaica, disproved, at the Educational Congress in New Orleans, the charge that emancipation had ruined that island. He reported the freedmen as making fine progress, the colored children forming almost the entire public school class. Those who were present were greatly encouraged to continue their efforts in behalf of colored schools of the South.

OHIO has thirty-eight colleges, New York twenty-eight, Indiana twenty-eight, Pennsylvania twenty-six, and Massachusetts seven. The seven colleges of Massachusetts have an income of about \$460,000 per annum, and the thirty-eight of Ohio have \$335,000. Michigan has better support for her nine colleges than Ohio has for her thirty-eight. The seven colleges of Massachusetts have libraries containing an aggregate of 303,000 volumes, and the colleges of Ohio an aggregate of 163,000 volumes.

SPEAKING of the Compulsory Education bill now before the Massachusetts Legislature, *The Boston Saturday Evening Gazette* says: "The fact that in the State of Massachusetts there are over ninety-three thousand persons who are incapable of signing their names is surely a strong argument in favor of those who insist on compulsory education. Unwise haste, however, in attempting to remedy the evil is to be deprecated, for ignorance has a certain number of rights that wisdom should respect. In the first place, it is to be remembered that illiteracy is a misfortune and not a crime, and that, as the rule, its victims are the slaves of duty and not of indifference. They labor for bread to support themselves and others, and for all practical purposes a well-nourished stomach is to them a more imperious need than a well-stocked brain. Now, the bill drafted by the State Board of Education and which will, probably, become a law, is unjust to the very people whom it seeks to aid. Under the penalty of a fine it forbids any one to give employment to a minor below the age of fourteen who cannot read and write:—that is, it deliberately robs ignorant poverty of a large portion of its scanty income to gratify those who would force good by whirlwind and reap intellect by tempest. The minor must give up his employment and go to school, this being the modern panacea for all evils.

THE following letter in reference to the Gilchrist scholarships, has been addressed to the lieutenant-governors of Canada by the registrar of the University of London, through the Colonial Office:—

"Sir,—I have been informed by the Secretary of the Gilchrist Trustees, that for the scholarships hitherto offered to the most meritorious of the candidates for the scholar-

ships annually assigned to Canada, and competed for at seven centres by candidates at the June matriculation examination, there has been substituted a scholarship to be competed for triennially at two centres only. As the Canadian examinations were originally instituted by the senate in compliance with the wish of the Gilchrist Trustees, and in order to serve as a basis for the award of their scholarships, the withdrawal of these scholarships removes the main ground for the continuance of the examinations. I have accordingly to inform you that the sending out of examination papers as a matter of course to Quebec, Montreal, Kingston, Toronto, Ottawa, Halifax, and Fredericton each June will henceforth be discontinued. The examination papers of the June matriculation will, however, be sent to Halifax and Fredericton in 1887, and henceforward triennially; but, if it is desired by the local authorities that an examination should at any time be held at any Provincial centre, the Senate will, no doubt, comply with their desire on receiving from them an application through your department in conformity with the regulations."

THE burden of President Eliot's latest annual report to the Board of Overseers of Harvard College consists in a minute history of the development of elective studies at that institution. It is well calculated to allay alarm concerning the changes made in the past twenty years to find that, at the instance of Judge Story, a beginning was made in the same direction sixty years ago. Nor is the freedom now attained anything like, in practice, what might be supposed. For example, the present Freshman class was at liberty to choose between "twenty-five full courses and six half-courses;" but the range of studies involved in this scheme embraced only Latin, Greek, French, German, history, mathematics, and science, and four out of these seven were obligatory. As French was prescribed if the candidate had passed in German, and *vice versa*, it appears that, at the end of the Freshman year, the differentiation in kind of scholarship among the members of the same class will be confined to two studies. The difference in degree will be measured by the courses above mentioned, and by individual ability.—*The Nation*.

UNDER the new order issued by the faculty of Harvard College, a student may be matriculated in the regular undergraduate department, even if his acquaintance with the classical languages is so simple that he cannot read at sight any more than elementary prose, which does not include Cicero and Herodotus. Indeed, if he can read simple Latin, knows nothing of Greek, and understands logarithms, together with either the elements of analytical geometry or sixty experiments in general chemistry, he will be admitted. For his admission he must know the elements of either Latin or Greek, and of either German or French; but once admitted, he may drop the classical languages altogether, and confine himself to some easy work in the modern languages, provided he devotes himself either to the exact sciences,—mathematics, physics, chemistry, or to the sciences so called by courtesy,—natural, political, and profane history, or to other studies. Harvard College thus becomes the direct competitor of schools like the Institute of Technology, with this exception, that it will give a regular college degree to students whose work has been mainly scientific. But the degree will show in what department the student has been at work.

Promotion Examinations.

NORTH HASTINGS UNIFORM PROMOTION EXAMINATIONS.

MARCH, 1885.

WILLIAM MACINTOSH, INSPECTOR.

ENTRANCE TO FOURTH CLASS.

ARITHMETIC.—TIME, 2 HOURS.

(N.B.—Full work required.)

1. What is a measure of a number, a common measure of two or more numbers, and the greatest common measure of two or more numbers? Give all the measures of 48.
2. By how many inches do 3 acres 14 sq. rods 5 sq. yds. exceed 752 sq. yds. 5 sq. ft. 73 sq. in.?
3. From how many lbs. must 2 cwt. 75 lbs. be taken 8 times so as to leave a remainder which will contain 1 ton 200 lbs. 16 times?
4. (a) What is the amount of the following bill: 17,432 feet of lumber at \$11 per 1,000 ft., 1,654 feet of scantling at \$1.56 per 100 ft., 315 lbs. nails at \$4.50 per cwt. (b) If \$120 be given as part payment, how many lbs. of beef at \$9.50 per cwt. will pay the balance?
5. If a turkey is worth 75 cents and a goose 55 cents, how many of each can be obtained for a pile of cordwood 24 feet long 6 ft. high and 4 ft. wide at \$2.60 per cord?
6. Find the sum of the greatest and least of these fractions:— $\frac{5}{8}$, $\frac{3}{4}$, $\frac{13}{16}$, $\frac{19}{24}$, $\frac{17}{20}$, and subtract this sum from the sum of the two least.
7. If a person owns seven-tenths of a farm of 120 acres and divides it into lots of 32 sq. rods each, find the value of the whole at \$210 a lot.
8. How many yards of carpet 2 ft. 6 inches wide will be required to cover a floor 18 ft. long and 15 feet wide.

Values—11, 10, 15, 20, 15, 10, 14, 15.

GRAMMAR.—TIME, 1½ HOUR.

I. Analyse, naming the *simple subject*, the *enlargements* of the subject, the *simple predicate*, the *object*, and the *adverbial enlargements of the predicate*.—

(a) In severe cases, a physician was called in to administer calomel.

(b) In the course of the evening, the big boys of the little village learned very thoroughly a valuable lesson from the little boy.

(c) Beneath, in the churchyard, lay the dead, In their night encampment on the hill.

II. Parse, in full, the italicized words in the sentences for analysis.

III. Write the past tense and the past participle of *strive*, *win*, *set*, *fly*, *bring*; the present indicative second singular of *do*, *quit*, *fly*; the plural possessive of *woman*, *miss*, *ban tit*.

IV. Write a list of, at least, three nouns having the same form for both singular and plural.

V. Correct what is wrong in the following sentences:

- (a) I find them in the garden,
For there's many here about.
- (b) You are stronger than me.
- (c) The teacher learns us our lessons.
- (d) I do not know who done it.
- (e) Let every child bring their books.

(f) I will ask my teacher if I can leave at two.
(g) John, leave your seat and bring me some wood.

- (h) He was a child when he seen the comet.
- (k) He does not care for nobody.

VI. Define *Voice*, *Active Voice*, *Comparison*, *Case*.

Values—6, 8, 9, 21, 16, 4, 27, 12.

GEOGRAPHY.—TIME, 2 HOURS.

(Note.—Spell correctly, write and arrange answers neatly.)

1. Define zone, tropic, equator, meridian, gulf, headland, peninsula.
2. Draw an outline map of Canada, showing the names and positions of the provinces and their capitals.
3. State the exact position of the Soudan, and give the names of six of the most interesting places in it mentioned in the war despatches.
4. State the exact position of each of the following Canadian towns:—Kincardine, St. John, Sarnia, Collingwood, Oshawa, Cornwall, Three Rivers, Hull, Brandon, Sherbrooke, Orillia, Strathroy.
5. What is the largest ocean? Name the countries which border upon it, and five groups of islands located in it.
6. Through what waters would the British transport vessels pass in carrying troops to Suakim, on the Red Sea?
7. What and where are the following:—Panama, Cypress, Birmingham, Malta, Good Hope, Vancouver, Bengal, Levant, Tasmania?
8. In travelling, by the most direct route, by rail, from Coe Hill to Pembroke, what railroads will be used?

Values—14, 28, 10, 18, 15, 6, 18, 6.

Accept 100 marks as a full paper.

Deduct marks (not more than 10) for lack of neatness.

THIRD READER.—TIME, 1½ HOUR.

I. Write, in your own words, the story of Frederick the Great.

II. Quote any three stanzas of "Somebody's Darling."

III. Explain clearly the meaning of the following:

- (a) Our bugle sang truce.
- (b) The pleasant fields traversed so oft.
- (c) The wolf-scaring fagot.
- (d) Sobbed aloud in her fulness of heart.
- (e) Ah! luckless speech and bootless boast.
- (f) It is not apathy.
- (g) In merry guise he spoke.
- (h) I am out of humanity's reach.

(To be continued.)

OF making of books there is no end. The record of travels to be published in April by the sons of the Prince of Wales will comprise two large volumes of 500 pages each, and will be profusely illustrated with pictures and maps. The work will be based on the diaries kept by the young men during their voyage around the world. Each kept his diary up to date carefully. The Rev. J. N. Dalton, who accompanied the Princes, has received the proof sheets, and has made important additions to the work from his own diary.

Examination Papers.

GEOGRAPHY.

(Concluded.)

JUNE, 1882.

1. Give the boundaries of South America, and name its extreme Northern, Eastern, Southern, and Western points.
2. What is the most important mountain system in Central Europe? Name four rivers rising in these mountains, and the body of water into which each flows.
3. State the position of the following:—
CITIES—Edinburgh, Liverpool, Paris, Vienna, Calcutta.
ISLANDS—Corsica, St. Helena, Sardinia, Cyprus, Madagascar.
CAPES—Raece, Cod, Matapan, Guardafui, Comorin, Land's End, Sable, Clear.
GULFS, BAYS, AND STRAITS—Fundy, Panama, Lyons, Baffin, Biscay, Venice, Messina, Bonifacio.
4. Name the cities of Ontario, giving the population of each as nearly as you can.
5. Describe the courses of the chief rivers of Ontario. Give the position of Windsor, Sarnia, Kincardine, Collingwood, Toronto, Kingston.
6. Draw an outline map of North America, marking the position of Boston, New York City, Halifax, St. John, Montreal, San Francisco, and New Orleans.

JUNE, 1883.

1. Define the following:—Cape, Isthmus, Promontory, Peninsula, Bay, Inlet, Sound, Strait.
2. What is meant by the earth's Orbit? What determines the position of the two Tropics and the two Polar Circles on the Globe?
3. What and where are the following:—Vancouver, Three Rivers, Barbadoes, Nelson, Mersey, Sable, Richelieu, Rhone, Tagus, Anticosti, Ceylon, Riga, Madeira, Fundy, Comorin, Elbe?
4. Between what cities and the British Islands is trade with Canada chiefly carried on? Tell what you know of the commodities exchanged.
5. Name the cities of Ontario, and describe as fully as you can the situation of each of them.
6. The Province of Ontario is bounded in part by Lake Erie; draw a line indicating the course of this boundary, marking any ports that you remember.
7. Tell what you know of the sources of wealth possessed by the several Provinces of the Dominion of Canada.

8. Tell what you have learned about the motions of the earth and their consequences.

What is the earth's distance from the sun? Is the earth nearer the sun in winter than in summer? Explain.

DECEMBER, 1883.

1. Define—Latitude, Parallel of Latitude, Meridian, Peninsula, Lake, Water-Shed, River-Basin, Tide, Limited Monarchy, Republic.
2. Give the names and positions of the more important British possessions.
3. Name the Countries of Europe and their capitals, and the River on which each Capital is situated.

4. Name the Countries, Capes, River-mouths, and Islands you would pass, and the waters you would pass through in a crossing voyage from Halifax to Rio Janeiro.
5. What are the chief manufactures, the chief exports, and the chief imports of Canada?
6. Draw an outline map of Canada, marking its Capital, the boundaries of each Province, and the Capital of each.

JULY, 1884.

1. Define—Meridian Line, Arctic Circle, Zodiac, North Temperate Zone, Volcano, Oasis. Enumerate the motions of the earth, and give the ordinary proofs of its sphericity.
2. Mention, in proper order, the waters through which a vessel passes on a voyage from Duluth to Truro, N.S., touching at Chicago and Owen Sound.
3. Enumerate, from West to East, the counties of Ontario that border on Lake Erie, and the States of the Union that border on the Gulf of Mexico.
4. Where and what are the following:—Pittsburg, Sable, Boston, San Francisco, Jackson, Qu'Appelle, Cod, Mobile, Portland, Hudson, Cuba, Uruguay, Montmorenci, Chaudiere, Chaleur, Barrie, Port Dover, Anticosti, Pelee, Nottawasaga, Three Rivers?
5. Draw an outline map of South America, indicating the principal mountain range and river basins.
6. Name the principal exports of the Dominion of Canada, and the localities from which they are mainly derived.

DECEMBER, 1884.

1. Name, and state the situation of, the cities in Ontario. By what two railway routes may one proceed from Toronto to Ottawa? From London to Toronto? From Toronto to Woodstock?
2. Name six countries of Europe and indicate their relative positions. Give the name and the situation of the Capital of each of them.
3. Name the Zones and state the extent of each in degrees. Mention some of their respective natural products.
4. Where, what, and for what noted are:—Manchester, Pittsburg, New Orleans, Chicago, Quebec, Washington, Champlain, Amazon, Superior, Pr. Edward?
5. What are the principal exports of Canada? In what parts of Canada are they found? To what countries are they sent?

ARITHMETIC.

JULY, 1877.

1. What is the least number that must be added to five millions to make the sum exactly divisible by seven thousand and nineteen?
2. Simplify $\frac{48\frac{1}{2} + 7\frac{3}{4} - 16\frac{3}{4} - 5\frac{7}{8}}{16\frac{1}{2} \times 14\frac{1}{2} \times 12\frac{1}{4} \times 7\frac{1}{2}}$
 $\frac{\text{£}14 \text{ 12s. 11d. } \text{£}10 \text{ 10s. 10d.}}{10\frac{1}{2} - 3\frac{1}{2} \times 10\text{s. } 9\frac{1}{2}\text{d.}}$
3. A man bought a quantity of hay at \$15 for 20 cwt. He sold it at 85 cents per cwt., gaining \$22.25. How many cwt. did he buy?
5. $3\frac{1}{8}$ yards of cloth cost \$12.50; what will $23\frac{1}{8}$ yards cost?

6. A person having an annual income of \$1,400, spends a sum equal to \$625.50 more than he saves. Find his daily expenditure (year = 365 days).

7. A lady had in her purse just money enough to buy a certain quantity of silk, but she spent $\frac{1}{3}$ of the money in flannel, $\frac{2}{3}$ of the remainder in calico, and had then only enough money left to buy $10\frac{1}{2}$ yards of silk. How many yards of silk could she have bought at first?

8. A room 15 feet wide and 18 feet long is covered with matting at a cost of \$25; what would be the expense of covering, with the same quality of matting, a room a yard longer and a yard wider?

9. The average of four quantities is $18\frac{2}{3}$; the first is 26.207, the second 3.592, and the third is 38.06. Find the fourth.

10. A bankrupt owes to A \$1,039.84, and to B \$612.80; if A receives $\$357.44\frac{1}{2}$, what will B receive?

Note.—10 marks to each question.
(To be continued.)

Correspondence.

THE EDUCATION BILL.

To the Editor of the EDUCATIONAL WEEKLY.

SIR,—I was very much pleased to see that, according to the new Education Bill, the attendance of non-resident pupils is to be credited to the school actually attended by them. This remedies the abuse of no Government grant being given to the section where all the work is done. There is another point I would wish the Hon. the Minister of Education to include in his Bill, viz.: To strike out the part in the "Half Yearly Report" which says: "Total number of pupils who have not attended any school for the time prescribed by law," etc. This refers not only to those resident in the section for a year, but also to those who may move into the section during that year.

Now, how am I to tell how many days a pupil has attended school in the section where he lived, previous to removal? Some may say: "Write to the teacher in that section and get the attendance from his register." But how will that answer if the pupil has come from say Quebec, the States, England, or some other distant place, or even from a distant part of Ontario. This may seem a small matter, but it has been one of the points I found objectionable, from the first of my teaching course. In fact, this point, and that about the non-resident attendance referred to above, have annoyed me more than any other things that I know of in connection with the "Reports," and I believe many other teachers could say likewise.

Pardon the length of this; I feel strongly on the subject, "therefore have I spoken."

C. R.

BOOKS RECEIVED.

Partridge, Lelia E.; *The "Quincy Methods," Illustrated: Pen Photographs from the Quincy Schools.* New York: G. L. Kellogg & Co., 1885.

Humphreys, M. W., Professor in the University of Texas; *Aristophanes' Clouds*, edited on the basis of Kock's edition. Boston: Ginn, Heath & Co. Price \$1.00. (College series of Greek authors, edited under the supervision of John Williams White, Lewis R. Packard, and Thomas D. Seymour.)

ANNOUNCEMENT EXTRAORDINARY.

THE IMPERIAL DICTIONARY.

THE first edition of the "Imperial Dictionary," compiled by the well-known lexicographer, Dr. John Ogilvie, was completed in 1850. It was a large work, containing about 15,000 more terms than any dictionary then extant, and was the first of the great dictionaries to employ illustrative engravings as an aid to definition. In 1855 a supplement containing over 20,000 words and phrases was added, and the work thus augmented has long been accepted in England as a standard dictionary of the English language. Now, after ten years spent in revision, under the editorship of Mr. Charles Annandale, a new edition in four royal 8vo volumes has appeared, containing NEARLY 3,000 PAGES and 130,000 WORDS, - THE LARGEST AND COMPLETEST DICTIONARY of the English language in existence.

Criticism of this work must necessarily be laudatory. A well-made dictionary is a great public benefaction. The language of a people is the embodiment of its life; the study of it is an inexhaustible source of knowledge of that life in all its phases; and any book which renders access to this knowledge easy does for humanity a work of inestimable value. Such a book is the "Imperial Dictionary." It satisfies both the scholar and the seeker for general information. One who critically examines it will, of course, find many of those minor errors and blemishes from which no work of such magnitude is free. But it is, on the whole, what it claims to be, the best general dictionary of the English language yet published; and this we find to be the verdict of most of those who have examined it.

A few points may be briefly specified. The scholarship of a dictionary is determined largely by its etymologies. In this respect the "Imperial Dictionary," though not perfect, is *unrivalled by any English or American work of its class*. And naturally, for it has availed itself of the latest results in this branch of science. The "Etymological Dictionary" of Skeat, the great French work of Littré, and other recent authorities have enabled Mr. Annandale to incorporate in his work the most recent developments in philology. In fact, so rapid has been the advance of the science of etymology, during the last few decades, that the date at which its etymologies were written is, by itself, a sufficient test of the etymological value of a well-edited dictionary. For example, the etymologies of *attain*, *v. i.* and *v. t.*, *attainder*, *ought*, *between*, *bridal*, etc., in the "Imperial Dictionary," are substantially correct, while those in the other standard dictionaries are quite wrong.

For the general reader, the most important features of a dictionary are comprehensiveness and accuracy in the definitions. In both these points the general excellence of the "Imperial" is conspicuous. Under the word "go," *v. i.*, for example, we notice nineteen definitions, to which are added thirty-three special phrases having sixty-six different meanings. Under "good," *a.*, are thirteen definitions and eleven phrases with fifteen different meanings; and this fullness is characteristic of the entire work. The individual definitions are, as a rule, good, and for conciseness and clearness leave little to be desired.

Another excellent feature of the book is the large number of illustrative quotations. The "Imperial" excels all other dictionaries of the English language, except, perhaps, Richardson's, in its use of this important aid to definition. Each page is replete with citations from every age and style of English literature. In all, over fifteen hundred authors are quoted. But the most attractive feature of the work is its encyclopædic character—the insertion of general information beyond the purely formal definition. This was a distinguishing feature of the earliest edition, and has been generally approved. It greatly increases the value of the work. Lexicographers so readily fall into the habit of forcing each word into a sharply cut logical definition that they are apt to forget that the vast majority of words mean far more than such a definition can convey. Our knowledge of the meaning of words is determined by the extent of our general knowledge of the things of which they are the names. The word "horse" means one thing to a hack-driver, and another thing to a zoologist. The introduction of encyclopædic matter into a dictionary is, therefore, not the confusion of two distinct things, an encyclopædia and a dictionary, but the only means of completing the work of a perfect dictionary—a full explanation of the meaning of words. Good judgment must, of course, be exercised; and in this respect the editors of the "Imperial" have been very successful. The work is first of all a dictionary, and this fact is seldom lost sight of. But such a vast amount of general information is inserted that in every branch of science, in zoology, botany, mechanics, medicine, archaeology, and so on, this dictionary is a very complete work of reference. In addition to this, the whole is embellished with about THREE THOUSAND ENGRAVINGS, which are by far the best of their kind we have seen.

In spelling and pronunciation, the reader will notice some marked deviations from the accepted American standards—as "honour," "colour," "centre," for "honor," "color," "center" (Webster). This, however, has at least this advantage, that it gives, on the one hand, what every one ought to know, and the accepted English usage, and, on the other, tends to overthrow that implicit faith in "standards," which, in the present condition of English orthography and orthoepy, is absurd, and hinders the introduction of needed reforms.

The great number of valuable new words in the "Imperial" is a marked advantage. The rare words are generally those whose meaning we most wish to know. One will search other dictionaries in vain for such words as "boycott," "by-product," "cleruchial," "petrobrusian," etc., etc., which are here fully defined. Explanations of Scotch and local English words and phrases, Americanisms, colloquialisms, and even slang terms, have been very generously supplied, and are, as a whole, invaluable. A perfect dictionary should represent all phases of the language, just as the language represents all phases of the life of the people who use it.

In a word, the "Imperial Dictionary" is a work of profound scholarship and good judgment, and will recommend itself to every student of our mother tongue.

PRICES.

The Dictionary is printed on excellent paper, in clear, distinct type, and published in 4 volumes imperial 8vo. The price of the English edition, in cloth, is 25 shillings (about \$6.25) per vol. The price of the American edition is \$5.00 per vol., or \$20.00 for the set, in cloth; in sheep, \$6.50 per vol., or \$26.00 for the set; in half Russia, \$6.25 per vol., or \$25.00 for the set.

The edition bound in half Russia (i. e., black Russia calf back and corners, with silk finished cloth sides and red edges) has met with such favor and gives such excellent satisfaction in use, that the price has been reduced from \$50.00, as originally offered, to \$25.00, in the hope of making it the standard binding.

By special arrangement with THE CENTURY CO., who have the exclusive control of the American and Canadian markets for the IMPERIAL DICTIONARY, the publishers of the EDUCATIONAL WEEKLY offer the IMPERIAL DICTIONARY at the above American prices, and will give in addition to each purchaser three years' subscription of the EDUCATIONAL WEEKLY FREE.

It must be borne in mind that the American edition is made up from IMPORTED SHEETS, printed from the original British plates, and that the ordinary Canadian prices are 15 per cent. higher than the above prices on account of duty and express charges. In purchasing from us there is a SAVING OF THIS AND EXPRESS, and besides, a bonus of three years' subscription of the EDUCATIONAL WEEKLY.

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HOW TO MAKE MONEY!

WEST TORONTO JUNCTION.

The Reliable Rising Suburb, just outside the Queen City Toronto limit. It has now a population of some 200 to 300 people, two years ago it had not more than 50. Land sold in 1883 is now worth

AN ADVANCE OF 100 PER CENT. IN SOME LOCALITIES.

It has one of the largest and most commodious stations on the line of the C.P.R., with refreshment rooms and dining hall. All passenger trains stop at this station, and all freight shipped by the C.P.R. is made up at the Junction for all points East, West, North and South. The 40 acres owned by the Company are being rapidly covered with buildings in connection with their ever-growing traffic.

ONE HUNDRED MORE DWELLINGS WILL BE BUILT THIS SPRING,

for houses are in great demand, so much so that as soon as the posts are put down two or three tenants are ready to take the house. Many predictions have been made as to the success of the Junction, but the only true one is that

WEST TORONTO JUNCTION WILL BE THE GREAT RAILWAY CENTRE OF CANADA.

That Land in proximity to the Railway Works will keep on rising all the time as it has done in Chicago and other Railway Centres.

LOTS PURCHASED NOW MUST AND WILL INCREASE.

Lots to suit the Merchant, where he can erect a palatial residence.

Lots to suit the Store-keeper, where he can erect a Store for any business, for there are plenty of Good Openings for Live Men.

Lots for the Workingman, where he can have a Happy Home on the Instalment Plan

BY PAYING A SMALL SUM DOWN.

APPLY EARLY BEFORE THE SPRING OPENS AND PRICES ADVANCE.

ALL INTENDING PURCHASERS WILL BE TAKEN OUT FREE OF COST TO SEE THE LANDS.

FOR FULL PARTICULARS APPLY TO

THOMAS UTTLEY, 45 ARCADE, YONGE STREET, TORONTO.

Or to *EO. CLARKE, 295 Yonge St., Toronto*