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Vol. II.

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Number 32.

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The Educational Weekly.

TORONTO, AUGUST 6, 1885.

MANY a schoolroom doubtless is at the present moment being renovated in anticipation of the close of the vacation. It may seem a matter altogether outside the duties of the master to supervise or give any instructions in regard to such renovation. This is a mistake. It is the master who, together with the pupils, knows best what are the causes of comfort and discomfort in the fitting up of a schoolroom. And since the pupil has no say in the matter, it devolves upon the master to make suggestions and to see that such suggestions—with the consent of the proper authorities—are carried out. When the hours spent in the schoolroom are counted, it will be found that a very large part of the life of a child is spent within its walls. And this part too at a most important period, when growth is rapid, and when susceptibility to noxious influences is acute. Granting this and granting the intimate relation between bodily and mental vigor, the healthiness of the schoolroom will also be granted to be an absolute necessity. This cannot be attained without the care and skill of those who know best what is required and what is to be avoided. And those who know best are the masters. Some of us forget that tuition is not the whole of our duties. During the hours that a child is under our authority his body equally with his mind should be an object for our consideration. Indeed we may say that until the former is properly cared for nothing can be done towards the development of the latter. This we forget. Accustomed ourselves to ill ventilated rooms, unwholesome atmospheres, uncomfortable seats, poorly lighted buildings, and such like, we forget that these things have a very appreciably depressing effect upon the young. Their nerves, unconsciously to themselves, are easily affected by unhealthy surroundings; the general system suffers; the mental powers flag. These influences are evitable, and if so it lies within someone's province to avoid them.

Amongst the lesser of these deleterious surroundings of the schoolroom, it has frequently struck us that the presence of a large amount of floating chalk dust in the atmosphere of those rooms in which much use is made of the blackboard, is one to which we might very properly turn our attention. It is a minor evil, and one, perhaps, that tends to discomfort only, not disease. Chalk in itself is innocuous, and the small amount that finds itself into the lungs is no doubt harmless. It is an evil, the results of which we should find it difficult to obviate. All we can do at present is to call attention to its

presence, and leave it to others to devise means for its eradication.

ONE by one the barriers which obstruct the efforts of women to secure educational advantages equal to those enjoyed by men and to have a fair field and no favor in the various employments for which they are especially suited, are being removed. The day was in Ontario when attendance at a high school was the exclusive privilege of the boys; no girls were admitted. That has gone, and people have long wondered that such a barbarous restriction could have been enforced in a civilized community in the beginning of the nineteenth century. Bigotry and prejudice die hard, and the battle for the right of the weak has always been a long one. Gradually the different educational institutions of this country have opened their doors to women, until this year we have had the pleasure of seeing five young ladies graduating with high honors from the Provincial University. Within the last few days another step forward has been taken. A young lady, one of these five graduates, has asked for and received from the Education Department a certificate of eligibility as head master of any high school or collegiate institute in the Province. The fair applicant for this document was Miss May B. Bald, B.A., of Welland. Not only is this the first time that a lady has received a head master's certificate, but it is also the first time that application has been made by a member of the fair sex for it. We congratulate Miss Bald on the distinguished position which she has attained in the teaching profession, the highest yet reached by a woman in Ontario.

THE New York *School Journal*, in a recent issue, deals in its spicy manner with a subject to which we have lately devoted a large amount of space. "Some ignorant teachers," it says, "are still asking 'is there a Science of Education?' 'Where is it?' 'How can I learn it?' It is not in books at present that it can be found," it continues, "but in children themselves. Every recorded case of individual experience of school life and school treatment is of value. Impressions of character and the results of various modes of dealing with its different kinds should be written down. These, collected and classified, constitute a part of this great science. Every child is a study better than a book. The science of education lies in the schoolroom, in the house, in the street, wherever children meet and laugh, act and talk with the freedom of childhood."

This is the true "science of education." The child, its mind and character, its varying moods, its myriad temperaments, its

acute sensibilities, its love of pleasure, and its not less love of knowledge when this is properly presented to it—all these are subjects which teachers should study. Not books only. As goes on the *School Journal*, "Teachers have studied the science of books in order to learn how to teach, when, the fact is, no man or woman ever learned how to teach from a book. The child teaches a real teacher more than he teaches the child. He watches its unfolding powers with the real interest of a naturalist, and with the zeal of a botanist he classifies his human plants and learns their different modes of growth. This one flourishes in a dry soil, that one needs a moist one; this one must have a prop, for its nature is to twine, that one grows slowly, but compactly and firmly, like a young oak. The scientist in the schoolroom is always on the alert for a new human plant, and he is wonderfully delighted when he discovers how to classify it. The plodding follower of his nose only goes where he is told, and knows only to do as he is commanded."

One grand advantage to be derived from studying the child itself is, not only as we recently pointed out, that the individuality of the child will be preserved, but—and this is the true antecedent of this preservation—that the teacher will be enabled to deal with each child according to the peculiarities of that child. But until the teacher conscientiously resolves to study carefully each and every child under his control this is impossible. This cannot be too strongly enforced. Books are so much more easily studied that the teacher, unwittingly perhaps, resorts only to them. As continues the *Journal*, "He once in a while rushes into a musty old bookstore in search of a 'Science of Education,' and is wonderfully disappointed when he can't buy it. He wastes pen and ink and paper and valuable postage stamps in corresponding with learned men in search of it, and at last comes to the sage conclusion that it is nowhere to be found. He follows his nose in his fruitless search, except when it points to his pupils, for he never dreams of studying childhood as Darwin studied the species of the *genus homo*, and Gray and Wood the flora of North America. A child is to him a mere machine, to be set going under a set impulse, which generally is the 'everlasting must.' He knows no more how to play on the human instrument, than a Russian peasant on a grand piano. Yet all the while, this stupid follower of his nose, wonders where the 'Science of Education' can be found. He'll die without a glimpse; yet all the while it is right before him. Poor soul!"

Contemporary Thought.

How shocked were one's ears on hearing, at the recent meeting of the American Philological Association at New Haven, man after man, scholar after scholar, get up and read important and edifying papers in every variety of harsh, nasalized, twangy, unmelodious pronunciation, converting all the *u's* and *eo's* into double *o's* (institution, *nooze*, *dooze*), and *ou's* into *oo's* (*ooet*, *hoosee*), twisting the final *r's* into such hideous forms as may be represented by father-*r-r*, omitting the *t's* after the *w's*, turning *o's* into *u's* (*wun't*, *dan't*, *stun*, *hall* [whole]), and similar vagaries and eccentricities. There were, of course, exceptions to this manner of pronunciation, but in general the sounds above given were heard in the preponderance. The Western men had their twang, the Eastern and Southern men had theirs: there was no uniformity of pronunciation. The Bostonian could be recognized by his shibboleth—the pronunciation of the word *always*; the New Yorker showed his early associations with the Irish nurse by a certain something which can only be defined as a sort of Hibernianism of pronunciation; the Westerner was perilously near some of the pronunciations which we have learned to characterize as "Hoosier"; and the Southerner was sing-songy. The most elementary knowledge of elocution was often absent in the reading of articles which interested and instructed the audience by their learning, research, or ingenuity. One could not help wishing that these accomplished linguists had cast a pitying glance at their own tongues (if such a physiological antic is possible) and given them half a chance in their youth. One cannot help wishing even now that the rising generation of younger scholars in the multitude of their languages will cease to ignore their own.—"*Philologist*" in *the Nation*.

WE have taken frequent occasion to note the development of meteorology as derived from the work of high-level stations, and particularly that on Ben Nevis, which is very favorably situated for the investigation of one of the great problems of meteorology, viz., the vertical movements of the atmosphere. This institution, under the direction of the Scottish Meteorological Society, has already been in successful operation through two winters. The complete discussion of the observations for this period is in the hands of Mr. Buchan, who has already established many interesting points from the barometric and thermometric readings. The daily variation in the average velocity of the wind is found to be greater at night than in the day—exactly the reverse of what holds good at the sea-level. The observed differences between the direction of the wind on Ben Nevis and at low-level stations appear to give indication whether storm-centres will pass to the north or south of Ben Nevis—a point which, if definitely made out, will obviously be of immense value in forecasting the weather. The hygrometric observations indicate that, during ordinary weather, the atmosphere on the Ben shows a state of persistent saturation, usually accompanied by fog or mist; but occasionally an extraordinary and sudden drought sets in, the temperature rises, and the sky clears, not merely of fog, but often of every vestige of cloud, while at the same time the valleys and lower

hills are often shrouded in mist. This is interpreted as showing that the dryness, coming from above, is not able to penetrate downward to the sea-level. The thorough investigation of these phenomena is one of the most important pieces of work connected with the observatory, and may be expected to throw much light on the question of atmospheric circulation. The rainfall at Ben Nevis is greatly in excess of that indicated by the theories of rain-distribution.—*The Nation*.

"I do not now propose to discuss the scheme (university confederation) in its whole bearings. I simply say this, that when it was communicated to the Senate of the University of Toronto, Mr. Mulock moved, and I seconded its adoption, as a compromise which we asked the Senate to accept as a whole, as the scheme which had been finally adopted by the representatives of all the parties to confederation. Contrary to this the new propositions of Victoria College, and those set forth in Dr. Dewart's pamphlet, set aside the carefully matured terms of agreement, and consequently reopen the whole question. The basis of compromise is violated by more than one of the new demands. I shall only now deal with the first of Dr. Dewart's. He says:—'If University College is wholly supported from public funds, and Victoria pays all her own expenses, is it not perfectly fair and right that the former should be under Governmental control and restrictions that could not justly be applied to a free, self-supporting college?' What the friends of national, unsectarian education complain of is that the proposal that a three fourths vote of the Senate shall be necessary to secure any addition to the staff of University College, takes away the control of the Provincial College alike from the Government and the Senate of the University and transfers it to a little minority, practically composed of the representatives of a single denominational college. Under the scheme accepted at the final conference, if a majority of the Senate recommend any change in University College, it will be for the Government—and, if necessary, the Legislature—to consider and finally determine as to its advisability, in the general interests of higher education. Under the new conditions advocated by Dr. Dewart, a single vote over one fourth could overrule the judgment of three fourths of the Senate, and absolutely forbid the Government even taking the question into consideration."—*Dr. Daniel Wilson in the Globe*.

TESTIMONY is accumulating that the remarkable personage known as the False Prophet of the Sudan is dead. Among the more convincing of the reports which confirm this view is the suddenly-renewed determination of the British Cabinet to conquer the Nubian regions and Kardofan. With the departure from this earth of the Mahdi goes the greatest African since those of whom we read in Roman history. In the nineteenth century Carthage was pushed southward to the fork of the Nile; it was protected by wide deserts rather than by Hannibal, Jugurtha, and the sea. But there has been, in the success of this holy warrior, something fully as wonderful as is afforded by the history of anyone who ever sprang from the people, if we make a half-dozen exceptions. We first heard of Mohammed Achmet about the time of the collapse of the Dual Control at Cairo, in 1881. The False Prophet was then slain about once a month—in the dispatches. A week later news

would come that another town to the southward of El Obeid had fallen. After Tel-el-Kebir, the slaughter of the Mahdi intensified, and the number of towns which surrendered to him and embraced the new faith rapidly increased. Then came the catastrophe of Hicks Pasha, and the world fixed its attention on the new Emperor of the Equator. And the disasters to British arms that followed have justified that interest. Of this Prophet it may be said that, as Lincoln had Grant in his hour of need, so the Mahdi has had Osman Digma. But for his defence of the Red Sea, Wolseley would have gone across to the Nile from Suakin. Yet, above all, the holy rebel owed his greatness to the lack of military genius and instinct in Mr. Gladstone. The ex-Premier stood as much in awe of the mosques and minarets of Khartoum as the devoutest camel-rider of the shoreless sands. Yet it must have been a truly eminent human being whose taking-off so grieves the deserts and delights the Porte and the British Government.—*The Current*.

THE lowest grade of mental disturbance is seen in that temporary appearance of irrationality which comes from an extreme state of "abstraction" or absence of mind. To the vulgar, as already hinted, all intense pre-occupation with ideas, by calling off the attention from outer things and giving a dream-like appearance to the mental state, is apt to appear symptomatic of "queerness" in the head. But in order that it may find a place among distinctly abnormal features this absence of mind must attain a certain depth and persistence. The ancient story of Archimedes, and the amusing anecdotes of Newton's fits, if authentic, might be said perhaps to illustrate the borderline between a normal and an abnormal condition of mind. A more distinctly pathological case is that of Beethoven, who could not be made to understand why his standing in his night attire at an open window should attract the irreverent notice of the street boys. For in this case we have a temporary incapacity to perceive exterior objects and their relations; and a deeper incapacity of a like nature clearly shows itself in poor Johnson's standing before the town clock vainly trying to make out the hour. This same aloofness of mind from the external world betrays itself in many of the eccentric habits attributed to men and women of genius. Here, again, Johnson serves as a good instance. His inconvenient habit of suddenly breaking out with scraps of the Lord's Prayer in a fashionable assembly marks a distinctly dangerous drifting away of the inner life from the firm anchorage of external fact. In the cases just considered we have to do with a kind of mental blindness to outer circumstances. A further advance along the line of intellectual degeneration is seen in the persistence of vivid ideas, commonly anticipations of evil of some kind, which have no basis in external reality. Johnson's dislike to particular alleys in his London walks, and Madame de Staël's *bizarre* idea that she would suffer from cold when buried, may be taken as examples of these painful delusions or *idées fixes*. A more serious stage of such delusions is seen in the case of Pascal, who is said to have been haunted by the fear of a gulf yawning just in front of him, which sometimes became so overmastering that he had to be fastened by a chain to keep him from leaping forward.—From "*Genius and Insanity*" by James Sully, in *Popular Science Monthly for August*.

Notes and Comments.

AN addition to the list of text-books on history is to be made by Ginn & Co., of Boston, who will publish "Outlines of Medieval and Modern History," which is to be ready in September. The author is Mr. P. V. N. Myers, A.M., who has already written several works on historical subjects. The aim of this book is to blend into a brief, clear, and attractive narrative, the story of civilization since the meeting in the fifth century of the Latin and the Teuton upon the soil of the Western Roman Empire.

THE majority of our exchanges have assumed a holiday air, and for a time have ceased to devote much attention to the rigidly practical. Reports of conventions occupy a large portion of their space, the editorial work is, as a rule, of a lighter and more amusing style than during the working season. Very many of them have combined two numbers in order to give the editor and the printers a holiday too. The EDUCATIONAL WEEKLY will continue to be issued every week throughout the holiday season, as usual.

WE again remind our readers of the meeting of the Ontario Teachers' Association, which will be held in Toronto on Tuesday, Wednesday and Thursday, August 11th, 12th and 13th. The Executive Committee earnestly calls the attention of all who are engaged in the work of education to the importance of attending the meeting. Certificates will be issued to those who wish to attend entitling the holder to return tickets on the railways. These certificates must be procured from the secretary previous to the commencement of the journey. Mr. Robert A. Doan, 216 Carleton Street, Toronto, is Secretary of the Association. The programme of the meeting was published in full in the EDUCATIONAL WEEKLY of June 4th.

FOR some time past the local papers have been giving lists of the successful candidates at the entrance examinations at the various high schools throughout the Province. Some of these in their comments on the numbers passed, have assumed that all those who enter our high schools must finally become teachers or else enter some other of the already overcrowded professions. Is this opinion correct? Do the people of this country attach so little value to a thorough education, for its own sake apart from professional requirements, that all who seek anything more than the very elementary training afforded by our public schools are actuated only by the desire to acquire something which has an appreciable market value? We hope not. To say that nobody appreciates the value of mental discipline and attainments, as elements in the develop-

ment of a higher manhood and womanhood, as means towards the attainment of the highest perfection of which the individual is capable, is but to say that the entire community has radically wrong notions of education and a low ideal of the aim and scope of existence. In all countries, but especially in a new country, there will be those who must look mainly at the financial aspect of educational opportunities; but this need not be universally the case, and we think that it is far from being the case in Ontario. The artificial stimulus given to study by our elaborate system of examinations—some of which are recognized as the open door to employment—has done not a little to promote false views of the true value of education. The teacher, by his personal example, by the motives which he urges upon his pupils, by the end which he seeks to reach in the work of the schoolroom, by the standard of intellectual life and vigor which he seeks to place before his pupils, of which it is to be hoped he himself is a bright example, can do much to eradicate mercenary motives and to foster a love of study for its own sake.

"CONCERNING the Suppressed Book" is the title of the first article in August number of the "Popular Science Monthly." It is by Professor E. L. Youmans, and is an examination of the Spencer Harrison correspondence, which is given in full, and which ended in destroying the new book on religion shortly after its issue by the Appletons. Mr. James Sully, in "Genius and Insanity," treats of the nature of genius as displayed in the careers of several distinguished personages, and of its relation to the general mental integrity of the individual. Dr. Mary Putnam-Jacobi describes "An Experiment in Primary Education," made by herself on her own child, in which substituting the study of things for that of words, she obtained some very striking results well worthy the attention of our educators. Sir John Lubbock's illustrated article "On leaves," begun in the July, is completed in this number. "The Future of National Banking" is the subject of an article by E. R. Leland, who discusses some of the more important methods that have been proposed as substitutes for our present system, which is destined to pass away with the extinction of the national debt. Sir Henry Thompson's article on "Diet in Relation to Age and Activity," begun in a former number, is concluded, and is followed by an interesting and instructive paper by Mr. George P. Merrill on "The Building and Ornamental Stones of the United States." The addresses of Prof. Huxley and the Prince of Wales at the presentation of the Darwin statue to the British Museum are given, and there are also articles of much popular interest on "Measures of Vital Tenacity," by Dr. B. W.

Richardson; "Curiosities of Time-Reckoning," by M. L. Barré and "Modern Bronzes," by Perry F. Nursey. The sketch and portrait are of the distinguished French scientist, M. Michel Chevreul, who is now in the one hundredth year of his age, and still engaged in active scientific work. The "Editor's Table" and the other departments are characterized by their usual variety and interest.

ONE of the most noticeable of the features of the new curriculum issued by the Senate of the University of Toronto, is the change in the general outline of the sub-department of English. The method heretofore employed, namely, that of reading a great deal about authors and very little of the authors themselves, has been almost wholly abandoned. Instead now of learning by rote criticisms of works that the student himself had never read, probably had never seen, he is made to limit his attention to a few of the best productions of the best English writers of prose and verse. Thus, where in former times the matriculant or undergraduate devoted almost his whole attention to Craik, he now devotes it to a critical reading of one of Shakespeare's plays, or to parts of Milton, Dryden, Wordsworth, Shelley, Coleridge, Thomson, Cowper, Scott, Byron, Macaulay, Southey, Goldsmith, or Addison. This is undeniably a change very much for the better. The old plan was little more than an exercise of memory, with perhaps a slight tendency to a cultivation of taste. The new plan combines both of these—the latter in a very increased form, with many and various other advantages. The student is taught now to grasp a literary production as a whole—as an artistic unit; he is initiated into the art that conceals the art; he is shown how to read between the lines; he is enabled to read the character of the writer from the character of his work; he studies the various influences surrounding each writer—and all these from an individual analysis of the works themselves. The selections made by the Senate are, on the whole, admirable. Amongst others we are pleased to see two short poems chosen which, in their peculiar line, have been, perhaps, unrivalled—the *Lycidas* of Milton and Shelley's *Adonais*. Each merits a large amount of study, and the study of each can be made highly interesting. There are not many monodies in the English language worthy of note—Cowley's, Mr. Matthew Arnold's, and Mr. Swinburne's, are, perhaps, the only ones that the more fastidious reader will call to mind, but the comparison with each other of these monodies and of the classical originals (*e.g.*, Bion and Moschus) from which they borrow their form, cannot but be a most advantageous spur to the development of the critical, suggestive, and artistic faculties of the mind.

Literature and Science.

JASON'S FIRST MEETING WITH MEDEA.

(From William Morris' "Life and Death of Jason.")

THEN she to Jason turned her golden head,
And reaching out her lovely arm, took up
From off the board a rich fair-jewelled cup,
And said: "O prince, these hard things must
ye do:—

First, going to their stall, bring out the two
Great brazen bulls, the king my father feeds
On grass of Pontus and strange-nurtured seeds:
Nor heed what they may do, but take the plough
That in their stall stands ever bright enow,
And on their gleaming necks cast thou the yoke,
And drive them as thou mayst, with cry and
stroke.

Through the grey acre of the God of War.

"Then, when turned up the long straight fur-
rows are,

Take thou the sack that holds the serpent's teeth
Our fathers slew upon the sunless heath:
There sow those evil seeds, and bide thou there
Till they send forth a strange crop, nothing fair,
Which garner thou, if thou canst 'scape from
death.

"But if thereafter still thou drawest breath,
Thou shalt have the seven keys of the shrine
Wherein the beast's fair golden locks yet shine;
But yet sing not the song of triumph then,
Or think thyself the luckiest of men;
For just within the brazen temple-gates,
The guardian of the fleece for ever waits—
A fork-tongued dragon, charmed for evermore
To writhe and wallow on the precious floor,
Sleepless, upon whose skin no steel will bite.

"If then with such an one thou needs must
fight,

Or knowest arts to tame him, do thy worst,
Nor, carrying off the prize, shalt thou be curst
By us or any God. But yet, think well
If these three things be not impossible
To any man; and make a bloodless end
Of this thy quest, and as my father's friend
Well gifted, in few days return in peace,
Lacking for nought, forgetful of the fleece."

Therewith she made an end; but while she
spoke

Came Love unseen, and cast his golden yoke
About them both, and sweeter her voice grew,
And softer ever, as betwixt them flew,
With fluttering wings, the new-born, strong desire:
And when her eyes met his grey eyes, on fire
With that that burned her, then with sweet new
shame

Her fair face reddened, and there went and came
Delicious tremors through her. But he said:—

"A bitter song thou singest, royal maid
Unto a sweet tune; yet doubt not that I
To-morrow this so certain death will try;
And dying, may perchance not pass unwept,
And with sweet memories may my name be kept,
That men call Jason of the Minyæ."

Then said she, trembling. "Take, then, this
of me,

And drink in token that thy life is passed,
And that thy reckless hand the die has cast."

Therewith she reached the cup to him, but he

Stretched out his hand and took it joyfully,
As with the cup he touched her dainty hand,
Nor was she loth, awhile with him to stand,
Forgetting all else in that honeyed pain.

At last she turned, and with head raised again
He drank, and swore for nought to leave that quest
Till he had reached the worst end or the best;
And down the hall the clustering Minyæ
Shouted for joy his godlike face to see.
But she, departing, made no further sign
Of her desires, but, while with song and wine
They feasted till the fevered night was late,
Within her bower she sat, made blind by fate.

THE GOLDEN FLEECE.

(From Nathaniel Hawthorne's "Tanglewood Tales.")

(Continued from previous issue.)

SO she threw her arms around Jason's
neck; and lifting her from the ground, he
stepped boldly into the raging and foaming
current, and began to stagger away from the
shore. As for the peacock, it alighted on
the old dame's shoulder. Jason's two spears,
one in each hand, kept him from stumbling,
and enabled him to feel his way among the
hidden rocks; although every instant he
expected that his companion and himself
would go down the stream, together with the
driftwood of shattered trees, and the car-
casses of the sheep and cow. Down came
the cold, snowy torrent from the steep side
of Olympus, raging and thundering as if it
were determined to snatch off his living bur-
den from his shoulders. When he was
half-way across, the uprooted tree (which I
have already told you about) broke loose
from among the rocks, and bore down upon
him, with all its splintered branches sticking
out. It rushed past, however, without
touching him. But the next moment, his
foot was caught in a crevice between two
rocks, and stuck there so fast, that in the
effort to get free, he lost one of his golden-
stringed sandals.

At this accident Jason could not help
uttering a cry of vexation.

"What is the matter, Jason?" asked the
old woman.

"Matter enough," said the young man;
"I have lost a sandal here among the rocks.
And how they will mock me when I appear
at the court of King Pelias, with a golden-
stringed sandal on one foot, and the other
foot bare!"

"Do not take it to heart," answered his
companion, cheerily. "You never met with
better fortune than in losing that sandal. It
satisfies me that you are the very person whom
the Speaking Oak has been talking about."

There was no time, just then, to inquire
what the Speaking Oak had said. But the
briskness of her tone encouraged the young
man; and besides, he had never in his life felt
so vigorous and mighty as since taking this
old woman on his back. Instead of being
exhausted, he gathered strength as he
went on; and, struggling up against the

torrent, he at last gained the opposite shore,
clambered up the bank, and set down the old
dame and her peacock safely on the grass.
As soon as this was done, however, he could
not help looking rather despondently at his
bare foot with only a remnant of the golden
string of the sandal clinging round his ankle.

"You will get a handsomer pair of sandals
by-and-by," said the old woman, with a
kindly look out of her beautiful brown eyes.
"Only let King Pelias get a glimpse of that
bare foot, and you shall see him turn as pale
as ashes, I promise you. There is your
path. Go along, my good Jason, and my
blessing go with you. And when you sit on
your throne, remember the old woman whom
you helped over the river."

With these words she hobbled away, giv-
ing him a smile over her shoulder as she
departed. Whether the light of her beautiful
brown eyes threw a glory round about her,
or whatever the cause might be, Jason fan-
cied that there was something very noble
and majestic in her figure, after all, and that,
though her gait seemed to be a rheumatic
hobble, yet she moved with as much grace
and dignity as any queen on earth. Her
peacock, which had now fluttered down from
her shoulder, strutted behind her in great
pomp, and spread out its magnificent tail on
purpose for Jason to admire it.

When the old dame and her peacock were
out of sight, Jason set forward on his journey.
After travelling a pretty long distance, he
came to a town situated at the foot of a
mountain, and not a great way from the
shore of the sea. On the outside of the
town there was an immense crowd of people,
not only men and women, but children too,
all in their best clothes, and evidently enjoy-
ing a holiday. The crowd was thickest
towards the sea-shore; and in that direction,
over the people's heads, Jason saw a wreath
of smoke curling upward to the blue sky.
He inquired of one of the multitude what
town it was, near by, and why so many per-
sons were here assembled together.

"This is the kingdom of Iolchos," an-
swered the man, "and we are the subjects of
King Pelias. Our monarch has summoned
us together, that we may see him sacrifice a
black bull to Neptune, who, they say, is his
majesty's father. Yonder is the king, where
you see the smoke going up from the altar."

While the man spoke, he eyed Jason with
great curiosity; for his garb was quite unlike
that of the Iolchians, and it looked very odd
to see a youth with a leopard's skin over his
shoulders, and each hand grasping a spear.
Jason perceived, too, that the man stared
particularly at his feet, one of which, you
remember, was bare, while the other was deco-
rated with his father's golden-stringed sandal.

"Look at him! only look at him!" said
the man to his next neighbor. "Do you see?
He wears but one sandal!"

Upon this, first one person, and then another, began to stare at Jason, and everybody seemed to be greatly struck with something in his aspect; though they turned their eyes much oftener towards his feet than to any other part of his figure. Besides, he could hear them whispering to one another.

"One sandal! One sandal!" they kept saying. "The man with one sandal! Here he is at last! Whence has he come? What does he mean to do? What will the king say to the one-sandalled man?"

Poor Jason was greatly abashed, and made up his mind that the people of Iolchos were exceedingly ill-bred, to take such public notice of an accidental deficiency in his dress. Meanwhile, whether it were that they hustled him forward, or that Jason, of his own accord, thrust a passage through the crowd, it so happened that he soon found himself close to the smoking altar, where King Pelias was sacrificing the black bull. The murmur and hum of the multitude, in their surprise at the spectacle of Jason with his one bare foot, grew so loud that it disturbed the ceremonies; and the king, holding the great knife with which he was just going to cut the bull's throat, turned angrily about, and fixed his eyes on Jason. The people had now withdrawn from around him, so that the youth stood in an open space, near the smoking altar, front to front with the angry King Pelias.

"Who are you?" cried the king, with a terrible frown. "And how dare you make this disturbance, while I am sacrificing a black bull to my father Neptune?"

"It is no fault of mine," answered Jason. "Your majesty must blame the rudeness of your subjects, who have raised all the tumult because one of my feet happens to be bare."

When Jason said this, the king gave a quick, startled glance down at his feet.

"Ha!" muttered he, "here is the one-sandalled man, sure enough! What can I do with him?"

And he clutched more closely the great knife in his hand, as if he had half a mind to slay Jason, instead of the black bull. The people round about caught up the king's words, indistinctly as they were uttered; and first there was a murmur among them, and then a loud shout.

"The one-sandalled man has come! The prophecy must be fulfilled!"

Many years before, King Pelias had been told by the Speaking Oak of Dodona, that a man with one sandal should cast him down from his throne. On this account, he had given strict orders that nobody should ever come into his presence, unless both sandals were securely tied upon his feet; and he kept an officer in his palace, whose sole business it was to examine people's sandals, and to supply them with a new pair, at the ex-

pense of the royal treasury, as soon as the old ones began to wear out. In the whole course of the king's reign, he had never been thrown into such a fright and agitation as by the spectacle of poor Jason's bare foot. But, as he was naturally a bold and hard-hearted man, he soon took courage, and began to consider in what way he might rid himself of this terrible one-sandalled stranger.

"My good young man," said King Pelias, assuming the softest tone imaginable, in order to throw Jason off his guard, "you are very welcome to my kingdom. Judging by your dress you must have travelled a long distance, for it is not the fashion to wear leopard-skins in this part of the world. Pray, what may I call your name? and where did you get your education?"

"My name is Jason," answered the young stranger. "Ever since my infancy, I have dwelt in the cave of Chiron the Centaur. He was my instructor, and taught me music and horsemanship, and how to cure wounds, and likewise how to inflict wounds with my weapons!"

"I have heard of Chiron, the schoolmaster," replied King Pelias, and how that there is an immense deal of learning and wisdom in his head, although it happens to be set on a horse's body. It gives me great delight to see one of his scholars at my court. But, to test how much you have profited under so excellent a teacher, will you allow me to ask you a single question?"

"I do not pretend to be very wise," said Jason, "but ask me what you please, and I will answer to the best of my ability."

Now King Pelias meant cunningly to entrap the young man, and to make him say something that should be the cause of mischief and destruction to himself. So, with a crafty and evil smile upon his face, he spoke as follows:—

"What would you do, brave Jason," asked he, "if there were a man in the world, by whom, as you had reason to believe, you were doomed to be ruined and slain—what would you do, I say, if that man stood before you, and in your power?"

When Jason saw the malice and wickedness which King Pelias could not prevent gleaming out of his eyes, he probably guessed that the king had discovered what he came for, and that he intended to turn his own words against himself. Still he scorned to tell a falsehood. Like an upright and honorable prince, as he was, he determined to speak out the real truth. Since the king had chosen to ask him the question, and since Jason had promised him an answer, there was no right way, save to tell him precisely what would be the most prudent thing to do, if he had his worst enemy in his power. Therefore after a moment's consideration, he spoke up with a firm and manly voice.

"I would send such a man," said he, "in quest of the Golden Fleece!"

This enterprise was, of all others, the most difficult and dangerous in the world. In the first place, it would be necessary to make a long voyage through unknown seas. There was hardly a hope, or a possibility, that any young man who should undertake this voyage would either succeed in obtaining the Golden Fleece, or would survive to return home, and tell the perils he had run. The eyes of King Pelias sparkled with joy, therefore, when he heard Jason's reply.

"Well said, wise man with the one sandal!" cried he. "Go, then, and at the peril of your life, bring me back the Golden Fleece."

"I go," answered Jason, composedly. "If I fail, you need not fear that I will ever come back to trouble you again. But if I return to Iolchos with the prize, then, King Pelias, you must hasten down from your lofty throne, and give me your crown and sceptre."

"That I will," said the king, with a sneer. "Meantime, I will keep them very safely for you."

The first thing that Jason did, after he left the king's presence, was to go to Dodona, and inquire of the Talking Oak what course it was best to pursue. This wonderful tree stood in the centre of an ancient wood. Its stately trunk rose up a hundred feet into the air, and threw a broad and dense shadow over more than an acre of ground. Standing beneath it, Jason looked up among the knotted branches and green leaves, and into the mysterious heart of the old tree, and spoke aloud, as if he were addressing some person who was hidden in the depths of the foliage.

"What shall I do," said he, "in order to win the Golden Fleece?"

At first there was a deep silence, not only within the shadow of the Talking Oak, but all through the solitary wood. In a moment or two, however, the leaves of the oak began to stir and rustle, as if a gentle breeze were wandering amongst them, although the other trees of the wood were perfectly still. The sound grew louder, and became like the roar of a high wind. By-and-by Jason imagined that he could distinguish words, but very confusedly, because each separate leaf of the tree seemed to be a tongue, and the whole myriad of tongues were babbling at once. But the noise waxed broader and deeper, until it resembled a tornado sweeping through the oak, and making one great utterance out of the thousand and thousand of little murmurs which each leafy tongue had caused by its rustling. And now, though it still has the tone of a mighty wind roaring among the branches, it was also like a deep bass voice, speaking distinctly the following words:—

"Go to Argus, the shipbuilder, and bid him build a galley with fifty oars."

Educational Opinion.

LANGUAGE AND COMPOSITION.

(Read before the Elgin Teachers' Association.)

(Concluded from last issue.)

THERE is just one other point in connection with the study of composition to which I would direct your notice, and this is especially important, as to be well versed in it will be of great use to the large majority of children, when they leave us and go out into the world to make a living and a name for themselves. I refer to the art of letter-writing. Now, when we all return to our respective schools on Tuesday, and have the class in the Second Book before us, as, of course, all rural schools have such a class, it may seem to us, as we glance at the children in it, that they are far too young to be taught anything concerning this art; but, supposing we show them an envelope and ask them what it is, and its use; they will be sure to know and answer. Then ask them to draw on their slates an oblong or square representing the envelope, and write in it what would show the postmaster we wished it sent to John Smith, London. The class will become greatly interested in this at once, and after a few lessons will be able to write correctly quite a lengthy address. Then ask each of them occasionally to bring an envelope from home, which request will generally be acceded to quite cheerfully, and have them write some address on it with pen and ink. Now, I do not know the opinion of those before me, but it seems to me we have mastered something to be rather proud of, when those of our pupils who are in the Second Book and upwards can direct a letter neatly and correctly. The heading, too, may be taught in very much the same way and to pupils quite as young. But how about the composition of its subject matter? I recollect trying the experiment, at the commencement of the present term, of giving my pupils a letter to write in school, without having made any suggestions as to its contents. I think I am safe in saying that fully on half the class started out in that time-honored manner, "I take my pen in hand to write you a letter," or, "I thought I would write you a letter," and ended in the equally brilliant way, "Well, I must close." Now, neither children nor men and women are to blame for writing after this fashion, if they are never taught better. Tell children they must find some other language for beginning their letters, and also that their friends will know they are closing them without being told it. Not only this, but the teacher himself should write a letter or part of one on the board as often as practicable, in order that pupils may again have the advantage of imitation. But some may say, "Will not pupils, particularly younger ones, if forbidden to begin in

their accustomed way, be apt to copy exactly what the teacher has written on the board on a former occasion?" Yes, you will often find many, with apparently so little originality, that it seems absolutely necessary for them to have some stereotyped form for starting every letter they write, but nothing in this line can be worse than, "I take my pen in hand," or sentences of a similar style, and better for pupils to use good language of the teacher's composition than poor of their own. But even this difficulty will be conquered in time, if children have only sufficient practice. They will be constantly seeing different ways of starting a letter in those the teacher writes on the board, and, also, I would have a number of the best of those written by the pupils read before the class, exercising great care, however, not to excite jealousy by always giving credit to those alone who displayed the greatest ability. Never fail to give a word of encouragement to the ones who have made an effort in the right direction, even though that effort may not have been as successful as you would wish. Then as to the composition of the rest of the letter; it will have to be dealt with in much the same manner as the other exercises of this subject, the teacher always remembering that timely suggestions and patient corrections of any and all errors, coupled with any amount of practice on the part of the children, will break down what appear to be insurmountable barriers in the way of his pupils becoming good letter-writers.

In conclusion, allow me to say, fellow-teachers, to you all, that there is no branch on our programme of study greater in importance than that of language and composition, while there is none which requires so much practice and perseverance to teach successfully. But there is one point of encouragement which we can take with us, and which we would do well to remember at all times, and that is, that every carefully and earnestly taught lesson in this subject will be remembered and prove a benefit to our pupils, long after the lengthy definitions in their drawing, the intricate analysis in their grammar, and the puzzling problems of their arithmetic have been forgotten.

LIZZIE P. McCAUSLAND.

SHOULD A COLLEGE EDUCATE?

IN the "American language" (which is simply the most modern English) a *college* and a *university* are two different things. The terms are sometimes confounded, in loose popular speech, but the best usage in this country shows an increasing tendency toward a sharp distinction between them. A failure to apprehend this distinction clearly, and a consequent notion that a college is only a little university, or a university only a large college, has sometimes given rise to odd doctrine as to what a college should teach.

In their original signification the words are not widely different: the *universitas* signifying merely a "corporate whole," in law; the *collegium*, a "society of colleagues." But the term *university*, in its development in Europe and this country, and the term *college*, in its development in this country especially, have become widely differentiated. That which is properly called a university has its own distinct purpose, and consequently its own proper methods and appliances. That which is properly called a college has a different purpose, and its methods and appliances are consequently entirely different.

Ideally, a *university* is a place where anybody may learn everything. And this, whether it be as knowledge, properly speaking, or as skill. Actually, however, as found existing at present (since few persons after leaving college wish to study beyond the requirements of a bread-occupation), a university consists of a central college, surrounded by a cluster of professional or technical schools, where special branches are pursued, chiefly with reference to some particular calling.

A *college*, on the other hand, is a place where young people, whatever their future occupation is to be, may first of all receive that more or less complete development which we call a "liberal education."*

The character of the college course, then, should be determined purely with reference to the distinct purpose of the college. The human mind being many-sided, the college undertakes to aid its development on all the lines of its natural growth. The tendency of modern life, moreover, with its extreme division of labor, being to force one or two powers of the mind at the expense of the rest, the aim of the college is to forestall this one-sided effect by giving the whole man a fair chance beforehand. While the special or professional schools of the university provide that a person may go as far as possible on some one line of knowledge, which constitutes his specialty,† or of that

* In one or two instances our State charters have employed these terms, *university* and *college*, in such a way as to confuse any rational or usual distinction between them. The State of California, for instance, has a "University of California," consisting of a College of Letters, a College of Agriculture, a College of Mining, etc. Of these only the College of Letters answers to the accepted sense of the term "college," the others being what are more properly called professional or technical "schools." The use of the words at Cambridge (U.S.) illustrates their almost universal application in this country. "Harvard University" consisting (in the language of the annual catalogue) of "Harvard College, the Divinity School, the Law School, the Lawrence Scientific School," etc.

† The Johns Hopkins University, at Baltimore, furnishes one example, in this country, of a "university" in somewhat the sense of the term as used abroad. It does not, it is true, exclude college work, but it maintains chairs of original research, and at the same time provides advanced instruction for graduate students on special lines of study, other than those of the usual professional schools. It is to be hoped that the fact of its

combination of knowledge and skill which constitutes his profession, the college provides that he shall get such a complete possession of himself—in all his powers: mind, body, and that total of qualities known as "character"—as is essential to the highest success in any specialty or profession whatever. He may get this broad preparation elsewhere than in college. It may come through private study. It may come sometimes—but only to men of extraordinary endowments—from the discipline of life itself. But to the ordinary man, the "average man," it comes most surely and most easily through a college course. Once having it, from one source or another, a man no doubt fits himself best to serve the world by perfecting his knowledge and skill in some single direction; but without some such broad preliminary development, some such "liberal education," he will fail not only of his best possible special work, but—what is worst of all—he will assuredly fail of that best service which any man can do for the community, the living in it, whatever his profession, as a complete and roundly moulded man. He will fail (to use Mr. Spencer's excellent phrase) of "complete living." He will have entered the world without being equipped for that great common profession, the profession of living—underneath and above his particular calling—the intellectual life.

But (it may be asked) why may not the university, through some one of its special schools, furnish this culture without the need of a college? Because a man is too complex an organism to get complete growth in any single region of study, or by any one line of exercises.

But, at least (it may further be asked), might not the ideal university, with its whole circle of knowledges, professional and otherwise, give this complete culture? In other words, why should not the college add to its course all kinds of knowledges, and so itself become an ideal university, where anybody might learn everything? It is the theory implied in this question that produces the tendency toward unlimited "electives" in the college course. There should be no difficulty in seeing why this is an irrational tendency, however attractive it may seem at first sight to the public. It is irrational because the time actually given to college study is no more than four years; in this time only a few subjects can be studied; and the very essence of the function of the college is, therefore, that it should select among the numberless possible subjects those which promise the greatest educating force. For we reach, at this point in the discussion, a fact that underlies the whole system of any right education—a fact persistently ignored

carrying on undergraduate college work does not indicate any danger of its being checked in its full career, through some possible unripeness of its public for its more advanced work, and warped toward an ordinary university with a college and professional schools, only.

by many persons having to do with educational affairs, particularly in the lower schools and in remote communities, and on the ignorance of which no end of educational blunders have been built. It is the fact that, while every possible knowledge and skill is useful for one purpose or another, *not all are equally useful for the purposes of education.* The college, therefore, must select such studies as are most useful for its own purposes. So far as the university undertakes to prescribe any such general or culture-course, it becomes a college. So far as the college forgets to do this, in deference to notions of a "practical" training, or of the magnificence of a great cloud of electives, it does not become a university—for that, in the nature of the case, is impossible; but it fails of its true function as a college, and is no longer either the one thing or the other.

The ideal of a great university where anybody might learn everything has a peculiar charm for the imagination. Bacon sketched the large outlines of such an establishment in his *New Atlantis*; and ever since his day we have come to see more and more clearly that knowledge does indeed make prosperity, whether for peoples or for individuals. Nothing can be more charming, then, than the thought of a great central institution where the last word on every subject might be heard; where the foremost scientist in every science, the foremost craftsman in every handicraft, should impart the entirety of his acquisitions or his dexterity to all who cared to seek it. Such a university ought, it would seem, to be accessible to every community in this modern world.

But all this would not give us a college. That we have only when we have a company of competent scholars providing a course of general preliminary training; a course selected with reference to its particular end of producing broadly educated men. The university, taking the man as he is, would propose to leave him as he is, except for the acquisition of a certain special knowledge or skill. The college, taking the youth as he is, proposes to make of him something that he is not. It proposes no less a miracle, in fact, than the changing of a crude boy into an educated man. A miracle—yet every day sees it more and more successfully performed.

An educated man—what is that we understand by the phrase? If it would not be easy to set down all that it connotes in our various minds, we should probably agree that it includes, among other things, such qualities as these: a certain largeness of view; an acquaintance with the intellectual life of the world; the appreciation of principles; the power and habit of independent thought; the freedom from personal provincialism, and the recognition of the other point of view; an underlying nobleness of intention; the

persistence in magnanimous aims. If there has not yet been found the system of culture which will give this result every time and with all sorts of material, it may at least be asserted that a course of study—whether in college or out—somewhat corresponding to the course pursued at our best colleges has a visible tendency to produce this result. Whether it might be produced, also, by some entirely different course is certainly a question not to be rashly answered in the negative. All we can say is, than any course which has as yet been proposed as a substitute has proved, on experiment, to have serious defects in comparison with it. Our wisest plan is to hold fast what we already know to be good studies, making farther experiments with candor and fairness; avoiding, on the one hand, the timid pre-judgments of those who are afraid of all that is not ancient and established, and, on the other hand, the crude enthusiasms of those half-educated persons who think that nothing old can be good, and nothing new can be bad.

Two principal proposals of change in the college course have been made. One is that the modern languages should be substituted for the ancient. So far as the complete substitution has been tried, most observers would probably agree that the experiment has failed. In other words, more persons are found to have studied modern languages without having become "educated" persons by that means than are found to have studied the classics without that result. College observers, unbiased by any personal interest as teachers on either side, would probably be found nearly unanimous as to this point. Without discussing the question theoretically here, we would only insist upon this: that, so far as any change of this kind is made, it be made only on the ground of greater serviceableness for purely educational purposes, as being better fitted to "educate the man"—the only test of studies with which the college has anything whatever to do. Probably Mill's answer, or counter-question, will eventually be found the wisest one as between the classical and the modern languages and literatures: "Why not both?"—*E. R. Sill* in "*The Atlantic Monthly*."
(To be continued.)

A NEW text-book treating on the Elements of Chemistry, descriptive and qualitative, will be published shortly by Ginn & Co. The author is Mr. James H. Shepard, Instructor in Chemistry, Ypsilanti High School, Mich. The distinctive features which the book claims are:—Experimental and inductive methods; the union of descriptive and qualitative chemistry, allowing these kindred branches to supplement and illustrate each other; a practical course of laboratory work, illustrating the principles of the science, and their application; a fair presentation of chemical theories, and a conciseness confining the work to the required limits.

TORONTO:

THURSDAY, AUGUST 6, 1885.

MENTAL APATHY.

Doing nothing is perhaps the hardest employment there is. Perhaps some of us teachers have already discovered this during the few weeks of our vacation. Let us hope that the number of those who have done so is small. Absolute inertia perhaps is non-existent—is to be found neither in the physical nor in the mental world (to make a rough division). No body is quite at rest; at most it can only be said to be in equilibrium; sustained in its present position by antagonistic forces. So with the mind. Nature abhors a vacuum it was said; it is truer of the mind. Thought cannot be stayed, and if no good objects are presented to it to work upon it will take the best at hand. And, alas! too often the best at hand are very, very poor—thoughtless novels, conventional trivialities, social frivolities, domestic worries, personal misfortunes. And the worst of it is that, once allow the mind to be satisfied with such food, or to attempt to satisfy its hunger on such food, it soon becomes too indolent to seek for better. Mental apathy supervenes. Brilliant thoughts, beautiful expressions, new discoveries—all fail to delight. There is an "atonicity" about the mental fibre which it takes a very strong, and often a very nauseous, tonic to cure. It is not difficult to fall into this low state of intellectual health. Bodily vigor is not attained without time and labor. Equally true is this of mental vigor. Very few of us are over-trained. Perhaps the majority of us are fit patients for an intellectual physician. Fortunately the diagnosis and treatment lie within our own power. But the diagnosis is painful and the treatment severe. Hence we are prone to avoid both. We remain satisfied with a low standard of intellectual activity. A difficult book, an intricate argument, a troublesome obstacle—anything requiring concentration of thought we avoid. And like a man incapable of prolonged exertion from relaxed and strengthless muscles, we are unable to grasp or comprehend any complicated train of reasoning. The senses, too, seem also by a sort of sympathy to lose their wonted activity. A beautiful landscape or picture does not evoke the thrill it

once did. High class music fails to delight. A low standard of taste takes the place of that high degree upon which we once prided ourselves. Some of us certainly preserve a certain species of activity. Like the mechanic who has to use one set of muscles in order to gain a livelihood we are obliged to exercise some part of our mind according to our peculiar profession. We perhaps teach one subject, or devote all our attention to one particular branch of study, or limit our view to isolated departments. This can never result in mental health and strength. The athlete pursues no such short sighted course, and if we wish to train our minds we must eschew it. What is the treatment for this state of mental apathy? It must be a strict regimen. Unnourishing food must be avoided. The thoughtless novel, the conventional trivialities, and social frivolities, must be indulged in in very small quantities. The difficult book and the intricate argument must be staunchly battled with. A daily course of mental gymnastics must be undertaken—gymnastics of a varied type. Fortunately, too, mental activity induces mental activity. As success insures success, and as money makes money, so thought produces thought. The constant reader will always read. The thinker will always think. Once get the mind into thoughtful habits and it will adhere to them. It will extract nourishment from everything presented to it. The vilest fiction will not be thrown away upon it. Even from worthless productions it will learn a lesson. But long training is necessary for this. Spasmodic efforts are valueless. Much quiet reading and steady concentration of thought must be practised. Still it is worth the labor. Nay, rather, the labor is a duty—a duty we owe not only to ourselves but to those under our influence. If we fail to recognize this we degrade our high calling. But few, we think, will so fail to recognize it.

BOOK REVIEW.

Practical Work in the School-Room. Part III.
Object Lessons on Plants. New York: A. Lovell & Co.

The object of this little book is to aid in educating children to observe and enjoy the hidden beauties of flowers. It is also intended to serve as a dictionary of the most common botanical terms. The lessons are arranged in four parts. Part I. consists of lessons and plans for lessons, designed to be taught to primary classes. The second part

consists of definitions and illustrations of words used in the description of plants. The names of plants by which the various subjects may be illustrated are given. The third division of the book shows in outline the classification of plants according to the Natural System. A short history of botany is also given. The fourth division comprises a classical list of familiar plants. The book seems well adapted to the purpose for which it is designed. It is fully illustrated, and the mechanical part of the work is done in a creditable manner.

Lectures on Teaching. Delivered in the University of Cambridge during the Lent Term, 1880. By J. G. Fitch, M.A. New edition, with a preface by an American Normal teacher. New York: Macmillan & Co 1885.

With former editions of this book, the sixth of which appeared from the Cambridge University press last year, many teachers are already familiar. The immense demand for the book may be taken as a fair indication of its merits. Few works not really meritorious, appear from the University press. The present edition is not an American "pirated" one; the publishers, though under no legal obligation to do so, pay the author a royalty on every copy sold. The way in which the book originated is significant. The establishing by the University of Cambridge of a course of lectures on the Art and Method of Teaching is an important step in the progress of education. The facilities furnished by a university for making such a course of lectures of a high order, and of reaching those most in need of them, are unequalled. It may be many years before any of our training institutes or normal schools make such a contribution to educational literature, though the latter have done, and the former may do valuable service. The one great need of our time in Ontario is the establishment of courses of lectures in pedagogics in the Provincial and other universities—the example of Cambridge might well be imitated in this particular at all the lesser seats of learning everywhere. Study might then be given to the principles and art of instruction by many who never intend to teach, and general good result. Macmillan & Co. have done good service to the teaching profession in issuing a new edition of this standard work.

Table Talk.

EDWIN BOOTH has been visiting Lawrence Barrett at Gohasset.

THE unveiling of Beranger's statue in Paris was a shabby affair, not one Frenchman of note being present.

IT is considered probable that the ex-Empress Eugenie will leave the bulk of her fortune to the Princess Beatrice.

THE Summer School of Philosophy is in session at Concord, Mass. Goethe is the chief subject under discussion.

MR. WILLIAM D. HOWELLS has been briefly visiting Old Orchard and other points along the northeastern shore. His family are with him.

THE statement is now made that Bismarck is directly descended from Bohemian (Slav) stock, the original family name having been Bismak.

PROFESSOR FRINK, of Hamilton College, has accepted an invitation to become instructor in oratory and English literature, at Amherst College.

NOW there is talk in Boston of Mr. James Russell Lowell's being Regent of Harvard University next summer during President Eliot's absence in Europe.

ARCHDEACON FARRAR, pre-eminent among the most eloquent and influential pulpit and platform orators in Great Britain, will visit this country in September next.

MR. CHARLES DUDLEY WARNER will give his "Impressions of the South" in the September *Harper's*. In the same number there will be a history of "The House of Murray," the famous London publishers.

A LARGE number of the pictures painted by Teniers for the Archduke Leopold William, copies of works by famous Italian and Flemish masters, are now on exhibition in London. They belong to the Duke of Marlborough.

THE Count Albert de Mun, leader of the Conservatives in the French Parliament and probably the most eloquent Frenchman now living, is a tall, straight, finely formed and singularly handsome young man, descended from several royal families.

It is suggested by the Boston *Literary World* that the Longfellow residence in Cambridge might be purchased as a joint memorial to Longfellow and as a local habitation for the Harvard Annex, under the name of the "Longfellow Memorial College for Women."

PROF. JOHN VEITCH, the distinguished Scotch scholar and author, is dead, at the age of fifty-six. Among his published works are *Memoirs of Sir William Hamilton and Dugald Stewart*, "The History and Poetry of the Scottish Border," and "Lucretius and the Atomic Theory."

POPE LEO XIII. has not mastered English pronunciation fully, and recently bewildered the Duke and Duchess of Norfolk by asking what they really thought of the character and ability of "Corkhill." It took them some time to determine that he meant Lord Randolph Churchill.

OF the eighteen dead Presidents two only lie in one place. Two are buried in Massachusetts, two in New York, five in Virginia, three in Tennessee, two in Ohio, and one each in New Hampshire, Pennsylvania, Kentucky and Illinois. Eight lie in private grounds, or family burial places, as in the case of the Adamses at Quincy.

CUPPLES UPHAM & Co., Boston, announce "Thackeray's London: His Haunts, and the Scenes of His Novels," by Wm. H. Rideing. An original etched portrait of Thackeray and a facsimile of the original MS. of "The Newcomes" form the illustrations. A special limited edition of finer quality will also be offered to the public.

THE most magnificent of all the memorials to the dead Presidents is that over the resting place of Lincoln, in the Oak Ridge Cemetery at Springfield, Ill. It was dedicated in 1874, and cost a quarter of a million dollars. Garfield is buried in Lake View Cemetery, at Cleveland, where a grand mausoleum has been erected in his honor.

It is learned from the *Sanitary News* that carbolic acid, as sold for disinfecting purposes, is adulterated until but 5 per cent of its active principle remains, while there should be at least 85 per cent. No one would ever suspect this state of things by the smell. The odor of carbolic acid is one of the well-settled evils of advanced civilization.—*The Current*.

It is an interesting fact that many American men of letters are not college graduates. Walt Whitman, Whipple, Trowbridge, Field, Parton, Bayard, Taylor, Eggleston, Harte, Howells, James, Aldrich, Lathrop, Stockton, Piatt, Cable, Crawford, Fawcett, Gilder, Harris, Carleton, "Mark Twain," Stoddard and Burroughs, it is said, have gained all their knowledge and culture outside of college walls.

AUGUSTE VITU, the dramatic critic of the *Figaro*, who knew Victor Hugo intimately, quotes him as saying: "Those who flatter themselves that they see God under a certain definite figure, and who confine him with a dogma, are rash; those who deny his existence are fools. That is my profession of faith; and this God, whom I do not know, I adore with all the force of my intelligence and reason."

MR. RICHARD A. PROCTOR, the English astronomer, rightly considers whist "the first of all card games," and perhaps, "the finest of all sedentary games." That is to say, when it is "properly played." Properly "How to Play Whist" is the title of a little handbook to the game which he has published in England under the pseudonym of "Five of Clubs," and which the Harpers have reprinted as No. 7 in their "Handy Series."

KAISER WILHELM occupied his old quarters this year at Ems, but his habits were completely changed. His morning stroll on the promenade was abandoned, no guests were invited to dine with him, and he seldom went to the theatre. "He is dreadfully feeble," says the *World* (London), "and cannot walk without assistance. The court physicians have warned the Crown Prince and Prince Bismarck that he may go off at any minute, and he never goes to sleep but there is an apprehension that he will not wake again."

THE German army on a peace footing numbers four hundred and eighteen thousand men, or one per cent of the entire population of the empire. This force will, on the basis of the new census, be now increased to four hundred and eighty thousand men. The German army on a war footing, which includes the reserves, numbers one million eight hundred thousand men. The annual revenue of the German Confederacy is about one hundred and forty-five million dollars, of which ninety million dollars is applied to the maintenance of the army.

THERE has just emanated from the Old South Meeting House, Boston, the offer of two prizes, one of \$40, the other of \$25, for the best and second best essays by graduates of the Boston High Schools in 1884 and 1885, on either of the following topics: "Slavery as it once prevailed in Massachusetts," and "The State Rights Doctrine in New England, with Special Reference to the Hartford Convention." "Competitors may write on both subjects, if they wish, but no one can receive more than one prize"; the latter member

of which condition is most narrow and unreasonable. The essays must be sent in during the month of November next, under the usual terms of secrecy of authorship.

ONE of the more promising of the many minor English monthly magazines is *Time*, now edited by a lady, Miss E. M. Aaby-Williams, who is credited with the desire of making *Time* "a shilling *Nineteenth Century*." To the July number Mr. G. P. O'Connor, M.P., and Mr. H. D. Traill both contribute prognostications as to the immediate future of English politics. There are other papers by Professor Lewis Campbell, by Mr. John Addington Symonds, and by Mr. John Dennis. We notice also an essay on "The American Stage," by "Frederic Daly," alias Mr. Louis F. Austin, the private secretary of Mr. Henry Irving, during his recent American travels. It is much what might have been expected.

THE English theatrical year-book, "Dramatic Notes," after a year's suspension, has now appeared with a double number, covering the years 1883 and 1884. It does not compare favorably with its French rivals, the "Almanach des Spectacles," or the "Annales du Théâtre," for it is shabby in its criticism and slovenly in its style. Mr. Austin Breton, who is now responsible for it, does not understand the duties of his position as well as his predecessors, Mr. C. E. Pascoe and Mr. William H. Rideing: in their hands "Dramatic Notes" was more exact and less flippantly personal. Nor are the illustrations as good as in the earlier issues: then they were pen-and-ink sketches skillfully reproduced, and now they are cheap process copies of harsh photographs.

THE burial place of General Grant is near the site of the old St. Clare homestead, now known as the Claremont House. This building stands on a high plateau at the upper end of Riverside Park. The building was the homestead of the St. Clare family, and when the grounds about it were acquired by the city, the old building, which has stood for more than 120 years on the present site, was re-modelled and transformed into a house for refreshments, under the control of the Park Department. From this point a fine view up the North River as far north as the Tappan Zee is afforded. Across the Manhattan Valley and the low lands bordering on the Harlem River, the visitor can see both shores of the Sound. It is probable that the name of Riverside Park will be changed to Grant Park.

IN accepting the presidency of Cornell, Professor Adams writes: "The foundations of the University appear to me broad and strong. Its scope has been well-defined. Its buildings, its library and its apparatus are in good condition. It is fortunate in having an able and united faculty. Its financial condition, thanks to the munificent generosity of its benefactors and the wisdom of its governing officers, is such as to give ample encouragement to the hope of still further development in the future. I should not dare to assume the responsibilities of directing these educational forces but for encouraging assurances of co-operation from the faculty and the honorable board of trustees. But such assurances have not been wanting, and therefore, in full view of the great and solemn importance of my decision, I accept the high office with which the trustees of the university have honored me."

Special Papers.

MATTHEW ARNOLD AS A MASTER OF STYLE.

"Music resembles poetry; in each
Are nameless graces which no methods teach,
And which a master-hand alone can reach.

True ease in writing comes from art, not chance.

Nature's chief master-piece is writing well."
Pope—Essay on Criticism.

IN seeking to form a correct estimate of a writer's style, it is necessary to observe closely his mind in its relation to the intellectual world, and his habits of thought and life. It is impossible to pronounce upon his literary merit without first striving to learn what influences have most affected him, what books he has best loved, and towards what particular ends his highest powers have shaped themselves. To appreciate the beauty of his loftier flights, we must be in sympathy with his thought; to see clearly his weaknesses, we must have some perception of their cause. This cannot be done intelligently without understanding something of the causes which have produced these effects; without, as it were, getting behind the scenes, and establishing communication with the prompter.

It is unnecessary to mention here the outer influences of life and avocation which have helped to place Matthew Arnold among the greatest of living writers. His career as Inspector of Schools, as Secretary to the Educational Commission, and as Professor of Poetry at Oxford, is known to all.

It is perhaps well to point out briefly the influences of thought and character which have largely contributed to the formation of Mr. Arnold's style. He himself acknowledges his obligations to Homer and Shakespeare. Of the former none may speak but him who can enter into the spirit and beauty of Greek poetry, except to say that Matthew Arnold is the son of Dr. Arnold of Rugby. Of the latter it may be said that Mr. Arnold has approached perhaps nearer than any other living writer to the quiet dignity and unruffled calm of the great master, and that he has succeeded still better in imitating his simple plainness and directness of thought and expression. But a greater influence than either of these is to be found in Mr. Arnold's study of Biblical literature. This influence manifests itself not only in the numerous uses he makes of the Bible in his writings; it is seen in the homelikeness, if we may use the word, and purity of his diction, (though this may also be attributed to Shakespeare); in the similarity of expression occurring again and again; but above all, in the very spirit of the thought which he has so aptly caught from the ancient writers. Examples may be found in all his works on

culture, and especially in one of his later essays—"Isaiah of Jerusalem." But apart from the merely literary influence of the Bible, Mr. Arnold is pre-eminently a religious spirit. In "Literature and Dogma," perhaps his best work, he is constantly pointing out the necessity for searching out the inward man, for continual communion with "the power not ourselves which makes for righteousness." No one can read the book without feeling strongly that the writer is appealing to his own experience; it is impossible for anyone not possessed of a spiritual nature to write with such a sense of earnestness, and with such power of conviction. This spirituality of thought makes itself felt on every page, and controls and regulates every sentence. The diction is the natural outcome and expression of the thought. Thus we see how great an influence Biblical literature and the spirit of the Bible itself has had upon Mr. Arnold's style.

Matthew Arnold has been called the "Apostle of sweetness and light," and it is quite true that he has devoted much of his literary labor to what may be called the higher kind of modern æstheticism. He is never more readable than when he writes as a critic of morals and manners; and it is here that his style is most marked, and is peculiarly his own, so that what is commonly known as culture, or the æsthetic tendency, has also exerted an influence on Mr. Arnold, though he has given the subject dignity and importance by his treatment of it.

Having thus endeavored to indicate briefly the more important factors which go to make up Mr. Arnold's literary style, we now proceed a little more into detail; and, to do this as clearly and concisely as possible, we shall consider his poetry and prose separately.

Matthew Arnold ranks among the first four English poets of the present day. He is justly placed beside Tennyson and Browning, and Morris or Swinburne; in many respects he is their equal; in one or two points he is their superior. It is perhaps quite safe to say that the age is responsible for the fact that he is not a much greater poet than any which the nineteenth century has produced. Were the age other than it is; were Matthew Arnold stirred by the same passions and emotions which filled the soul of Spenser, or those which stirred the heart and fired the brain of Byron and of Shelley, it is impossible to say what he would not have accomplished. The man must be judged, in literature at least, largely by his age. The age of passion and fierce emotions has gone by. The stream of the world's life no longer, as in our Augustan age, sparkles with limpid freshness; it no longer bounds with the swift impatience of youth, and careless of obstacles which serve but to excite its wild

spirits, pours out its soul in the liquid music of rippling laughter. Men's passions have subsided since the days of the Renaissance and Shakespeare, and of the surging spirits of the civil war and Bunyan. A joyous stream no longer, the river now flows deep and steadily, and those who are borne along upon its bosom cannot but feel its spirit of peace and rest. For this reason, therefore, it is impossible that a Shakespeare should arise at the present day; as Froude says of the decay of religious vitality and emotion since Bunyan's time, so it is in literature and in the condition of life which produces literature, "the bloom has gone from the flower." And so we are led to expect not great poetry, for great poetry is the expression of the strongest, profoundest emotions; but poetry which expresses adequately the feelings of the age. This, Mr. Arnold's poetry succeeds admirably in doing; and it has the additional charm of being clothed in language unmarred by blemishes from which the works of greater writers than he have suffered.

At this period in the history of our poetical literature, as in the time of Gray, we should expect to find the greatest merit in the smaller and less pretentious forms to which poetry lends itself; and this we find to be the case with the works of Matthew Arnold. His longer poems we feel to be, in many respects, great—we recognize at once the hand of a master-workman. But we also feel that they are, to some extent, lacking in certain elements of greatness which we instinctively feel rather than have the power to express. For instance, in the longer narrative poems, "Balder Dead," "Tristram and Iseult," and "Sohrab and Rustum," we feel that they reach a very high level, that they are much superior to most works of a similar kind; but we also feel that they could be and ought to be greater; of course this is not to be understood as applying to the whole of any one of the poems mentioned. They all contain passages which are beyond criticism. Take, for example, the lines in "Balder Dead" which describe the gathering of the wood for Balder's funeral pile, too long for quotation here. It is impossible to imagine anything more graphic, more complete in every way. So it is with the other two poems. Yet there is a sense of disappointment after all, hard to define, but still present to the mind—perhaps it is that the workmanship is too elaborate for the thought, restraining it, and denying it free play. "Empedocles on Etna" is the best of the larger works. Its conception is really grand, and the execution of the highest order. But even in this poem, if we leave out the long chant of Empedocles, really a poem in itself, the same objection applies as to those already mentioned. There is the lack of that indefinable something which lifts us out of ourselves; there is a certain coldness and

sense of depression; there is no warmth, and without warmth there can be no sympathy. This may be negative and indefinite criticism; but it is difficult in reading Mr. Arnold's poetry, to say that this or that is a blemish or a mistake; the feeling is rather one of disappointment that what is so good, is not much better or greater, and does not affect us so powerfully as we have a right to expect.

Against "Merope" there is the same objection. It is an attempt to imitate the Greek form of tragic poetry, and is worthy to be compared with Milton's "Samson Agonistes" for execution and rhythm, but far below it in emotion and passion. Now emotion and passion are essentials in a tragedy. But we get the idea from reading Merope that the thought is too cramped, and has not room for free play; it seems too stiff and stately for ease; the thought seems to be restrained, as if the writer were afraid of giving vent to all that is in his heart. Perhaps the hexameters, always cumbersome in verse of this kind, have something to do with it, and impress the reader in this way; for we certainly do not find the same defect in "Samson Agonistes"; but, from whatever source it comes, it is there, and it detracts from the merit of the work.

How different it is with the Sonnets! Here Mr. Arnold's power is at once apparent. To write good sonnets one must have a powerful imagination and perfect command of words. These Mr. Arnold possesses in no small degree; evidence of this could easily be obtained from his sonnets alone. With perhaps one exception, every one of them fulfils, with greater or less success, the true idea of the sonnet, namely, a single thought, embellished by beautiful imagery, and so presented as to form "a wave of melody." The four finest are those entitled, "The Better Part," "The Divinity," "Immortality," and this one which we shall give: "The Good Shepherd with the Kid."

"He saves the sheep, the goats he doth not save,
So rang Tertullian's sentence, on the side
Of that un pitying Phrygian sect which cried:—
'Him can no fount of fresh forgiveness lave,
Who sins, once wash'd by the baptismal wave.'
So spake the fierce Tertullian. But she sigh'd,
The infant Church! Of love she felt the tide
Stream on her from her Lord's yet recent grave.
And then she smiled; and in her catacombs,
With eye suffused but heart inspired true,
On those walls subterranean, where she hid
Her head 'mid ignominy, death and tombs,
She her Good Shepherd's hasty image drew—
And on his shoulders, not a lamb, a kid."

For beauty of thought, adequacy of expression, and perfection of form, this sonnet is worthy to rank with Milton's best—it is without a flaw.

Of the narrative poems, perhaps the most charming is "The Forsaken Merman." It is full of the most delightful rhythm; the whole poem breathes of the sea. How true

to nature is the description of the seaside, anyone who has lived by the seaside will realize. It is almost a pity to make an extract, but who can resist the melody of these lines?

"But, children, at midnight,
When soft the winds blow,
When clear falls the moonlight,
When spring-tides are low;
When sweet airs come seaward
From heaths starred with broom,
And high rocks throw mildly
On the blanch'd sands a gloom;
Up the still, glistening beaches,
Up the creeks we will hie,
Over banks of bright seaweed
The ebb-tide leaves dry.
We will gaze, from the sand-hills,
At the white sleeping town;
At the church on the hill-side—
And then come back down.
Singing: 'There lives a loved one,
But cruel is she!
She left lonely for ever
'The kings of the sea.'"

But the elegiac poems are probably Mr. Arnold's best work. The reason of this is not hard to find. He is never at his best except when he strikes the note which is peculiarly his own, the note of pathos. In reading his verse, we feel that the true poetic spirit never comes fully into play until he allows this note of pathos to sound out. That is the reason why the companion poems, "The Scholar-gypsy" and "Thyrsis" are placed among the finest elegies in our language. It is in this that "Thyrsis" is superior to Shelley's "Adonais"; the latter is a wail of grief into which a large amount of anger and indignation is allowed to enter, and which partly destroys the effect; in the former, the predominant feeling is one of far-away, quiet sadness, deep-seated yet unobtrusive, manifesting its presence rather by the silent tear, than by the loud lament. That is true pathos, and it is here that Mr. Arnold's poetic feeling is strongest and purest. But let us turn to one of the less known but not less beautiful elegies, "Stanzas from the Chartreuse." This short poem is one of his finest efforts, and in itself, marks the hand of a master. The air of the whole piece is in a subdued and softened key, the description adequate, but not overdone, and then come the lines—

"But as on some far northern strand,
Thinking of his own gods, a Greek,
In pity and mournful awe might stand
Before some fallen Kunic stone—
For both were faiths, and both are gone.
Wandering between two worlds, one dead,
The other powerless to be born,
With nowhere yet to rest my head,
Like these, on earth I wait forlorn.
Their faith, my tears, the world deride—
I come to shed them at their side."

How vivid is the picture of the soul, mournful, alone, looking upon the passing of one faith, and the inability of the new to exert its being and its power! And yet how subdued is the grief!

"Achilles ponders in his tent,
The kings of no lern thought are dumb;
Silent they are, though not content,

And wait to see the future come.
They had the grief men had of yore,
But they contend and cry no more."

And yet mingled with this deep, pathetic feeling, there is the hope rising through the tears:

"Years hence, perhaps, may dawn an age,
More fortunate, alas! than we,
Which without hardness will be sage,
And gay without frivolity.
Sons of the world, oh, speed those years;
But, while we wait, allow our tears!"

This subdued tone, however, is not invariable. At times there is a flash, vivid and powerful. What better example of this than the following?—

"The spirit of the world,
Beholding the absurdity of men—
Their vaunts, their feats—let a sardonic smile,
For one short moment, wander o'er his lips.
That smile was *Heine!*—for its earthly hour
The strange guest sparkled; now 'tis passed
away."

Mr. Arnold is, with one or two noted exceptions, happy in his choice of measures. In the shorter poems, the measure always suits the thought admirably, and is always musical. The best examples of this are: the chant of "Empedocles," "A Southern Night," "The Deserted Merman," and "Rugby Chapel," (where the measure seems to belong to the spirit of reverie).

One of Mr. Arnold's faults is too great subjectiveness; we constantly find the writer's own ideas and feelings expressed by the persons in his poems. This is seen in almost all the longer works, notably in the long chant of "Empedocles," where we should expect to get a glimpse of the writer's personality, and also in "Merope," where we should not expect to find it, and where the tragic effect is partly spoiled. Numerous examples might be given if space permitted. Another defect is that the note of pathos, so strong and pure in Mr. Arnold, and so effective in the elegiac verses, intrudes itself too often, and colors all his poetry. The lyrical poems suffer, in some cases, on this account. There is too little joyous, birdlike song. There is a decided lack of sunshine and gladness where it would be welcomed, and would add to the beauty and power. Perhaps the best word to express these defects is—coldness. But they are, after all, nothing when compared with his excellences; and we feel that we would rather have "Thyrsis" and "Resignation" and the monologue of "Empedocles," together with the undertone of coldness and pathos running through all the other works, than give up these for the sake of different effects and more varied delights. Matthew Arnold's position among living "kings of song" is a high one: it is safe to say that position will be maintained; that while the poets of the later Victorian age continue to be read and enjoyed, so long, at least, will Matthew Arnold's works remain to interest and delight.

The High School.

UNIVERSITY OF TORONTO.

ANNUAL EXAMINATIONS, 1885.—JUNIOR MATRICULATION.

ALGEBRA.

HONORS.

Examiner—A. K. BLACKADAR, M.A.

1. Solve the equation

$$\begin{cases} ax+by=c. \\ a'x+b'y=c'. \end{cases}$$

What do the values of x and y become when

$$\frac{a}{a'} = \frac{b}{b'} = \frac{c}{c'}$$

2. Find the factors of $a^4 + a^2b^2 + b^4$ and $(x+y)(1+x)(1+y) + xy$.

Find x in its lowest terms from the equation

$$\frac{x+a^2+b^2+c^2}{x+3abc} = \frac{a^2+b^2+c^2}{bc+ca+ab}$$

3. Show that

$$\frac{y^2}{x^2+y^2+x\sqrt{x^2+y^2}} = 1 - \frac{x}{\sqrt{x^2+y^2}}$$

Simplify

$$\frac{\sqrt{16-6\sqrt{7}}}{\sqrt{3+\sqrt{7}}}$$

4. Solve the equations:

$$(1) \begin{cases} 3x^2 - 4xy + 2y^2 = 17 \\ 5x - 2y = 5. \end{cases}$$

$$(2) 2x + \frac{12x-6}{4x^2-3x+1} = 5 + \frac{x-1}{2x-1}$$

$$(3) \begin{cases} x+y+z=1 \\ xy+yz-zx=1 \\ x^2+y^2-z^2+xy=0. \end{cases}$$

5. If A, G, H , be respectively the Arithmetical, Geometrical, and Harmonical means between any two quantities, prove that A, G and H are in continued proportion; and that $\frac{2}{A+G}, \frac{1}{G}, \frac{2}{G+H}$ are in arithmetical progression.

The 3rd term of an Arithmetical progression is 14, and the 10th term is 22, find the sum of 50 terms.

6. Define a harmonic series. Find the n th term of a harmonic series, having given the first two terms a and b .

If a and b are positive integers, show that the $\left(\frac{2b-a}{b-a}\right)$ th term is infinity.

7. If $C(n, r)$ denote the number of combinations of n things taken r at a time, prove

$$(1) C(n, r) = C(n, n-r).$$

$$(2) C(n-1, r-1) + C(n-1, r) = C(n, r).$$

How many triangles can be formed having each of their sides an integral number of inches not exceeding $2n$?

8. Prove the Binominal Theorem for positive integral index.

Find the greatest term in the expansion of

$\frac{1}{(1+x)^3}$, when $x = \frac{11}{15}$; and the first negative term in the expansion of $(a+3b)^{39}$.

Prove that the sum to infinity of the series

$$\left[\frac{4 \cdot 2^{-4}}{2 \cdot 3} + \frac{8 \cdot 2^{-8}}{4 \cdot 5} + \frac{12 \cdot 2^{-12}}{6 \cdot 7} + \dots\right] = \sqrt{2} - 1.$$

TRIGONOMETRY.

HONORS.

Examiner—A. K. BLACKADAR, M.A.

1. Define the logarithm of a number, and from the definition show that

$$(1) \log ab = \log a + \log b;$$

$$(2) \log a^n = n \log a;$$

$$(3) \log_a b \times \log_b a = 1.$$

The logarithm of 17 to base 5 is 1.362487, find its logarithm to base 10.

2. Explain why $\log .6914$ and $\log .3$ have the same characteristic; and $\log 69.14$ and $\log .06914$ the same mantissa.

3. Find the logarithm of

$$\left\{ \frac{1}{\sqrt{24}} \times \sqrt[3]{\frac{4}{5}} \div \sqrt{\frac{2}{3}} \right\}^{-\frac{1}{2}}$$

Find $\text{Log} \cos 30^\circ$, and the value of $18.593 \times \cos 150^\circ$.

4. Prove the following formulae:

$$(1) \sin A = \frac{1}{\text{cosec } A} = \frac{\tan A}{\sqrt{1+\tan^2 A}}$$

$$(2) \tan \frac{1}{2}A = \frac{\sin A}{1+\cos A}$$

$$(3) \tan 54^\circ = \sqrt{\frac{5+2\sqrt{5}}{5}}$$

5. In any triangle prove the following:

$$(1) c = a \cos B + b \cos A.$$

$$(2) \frac{\cos \frac{1}{2}A \cos \frac{1}{2}B}{\sin \frac{1}{2}C} = \frac{a+b+c}{2c}$$

$$(3) 4 \text{ Area} = \frac{a^2}{\tan A} + \frac{b^2}{\tan B} + \frac{c^2}{\tan C} = \frac{a^2+b^2+c^2}{\cot A + \cot B + \cot C}$$

6. If $\sin 3A = 4 \sin^2 A$, find the value of A (1) in degrees, (2) in units of circular measure.

If $A+B+C = 180^\circ$, prove that $\sin^2 A + \sin^2 B - \sin^2 C = 2 \sin A \sin B \cos C$, and $\sin 2A + \sin 2B + \sin 2C = 4 \sin A \sin B \sin C$.

7. Having given the sides of a triangle, 3, 4, and 5; find the radii of the inscribed, escribed, and circumscribed circles, and the distance between the centres of the inscribed and circumscribed circles.

8. (1) Solve the triangle $a = 200, c = 300, A = 37^\circ 10'$.

(2) Given $a = 169.14, b = 223.634, c = 254.491$, find A and the area of the triangle.

NUMBER.	LOG.		LOG.
300000	477121	$\sin 37^\circ 10'$	9.781134
200000	301030	$\sin 64^\circ 59' 58''$	9.957225
154494	188913	$\sin 27^\circ 49' 58''$	9.669017
323634	510054	$\sin 77^\circ 50' 52''$	9.990158
691400	839729	$\tan 7^\circ 52' 23''$	9.140762
185930	269348		
161020	206878	$\pi = 3.1416.$	

GREEK.

HONORS.

Examiner—GEORGE H. ROBINSON, M.A.

I.

Translate:

Πῶς οὖν ἂν τις βαφέστερον ἐπιδείξειε πάντα διηλεκτότα καὶ μηδὲ τῶν μικρῶν ἀπεδχημένον, ἢ τοῦτον τὸν τρόπον ἐπιδεινὸς μετὰ τοσοῦτων μαρτύρων καὶ τεκμηρίων τὴν μὲν προῖα λαβεῖν δημολογήσαντα καὶ ἔχειν αὐτὸν πρὸς τοὺς ἐπιτρόπους ἀπογράφαντα, τὸ δ' ἔργαστήριον κεναρπώμενον αὐτὸν καὶ τὴν πρόδοδον οὐκ ἀποφαίνοντα, τῶν δ' ἄλλων τὰ μὲν πεπρακτότα καὶ τὰς τιμὰς οὐκ ἀποδεδωκτότα, τὰ δ' ὡς ἑαυτὸν λαβόντα καὶ ταῦτ' ἠφανιστότα, ἔτι δὲ παρὰ τὸν λόγον ὄν αὐτὸς ἀπέδωκε τοσαῦτα κλεπτόντα, πρὸς δὲ τοῖσι τὴν διαθήκην ἠφανιστότα, εἰλλὰ οὕτω καὶ τα δωρημῶτα ὡς οὐδ' ἂν οἱ ἔχθιστοι διοικήσειαν; ἔγω μὲν οὐκ οἶδ' ὅπως ἂν τις βαφέστερον ἐπιδείξειεν.

DEMOSTHENES, *Archobus* I.

1. Parse *ἐπιδείξειε*, *ἐπιδεινὸς*, *πεπρακτότα*, *ἀπέδωκε*, *δωρημῶτα*.

2. Derive *πῶς*, *ἐργαστήριον*, *ἀνδράποδα*, *διαθήκην*, *μὲν*.

3. Briefly explain the phrases: *τὴν δίκην λαχῶν*, *δοιμασία*, *ἐπὶ δραχμῇ*, *ἐκδοθῆναι παρὰ Ξοῦθω*, *διατηρεῖται*, *ἐπωβελία*.

4. Define and illustrate *enclitic*, *dactyle*, *crasis*.

II.

Translate:

Ἄλλ' ἔγω οὐκ οἶδ' ὅ τι τοῦτ' ἔστιν. οἷον εἴα μισθοῦν τὸν οἶκον οὐδ' ἐμφανῆ τὰ χρήματα ποιεῖν ὁ πατήρ. πότερον ἐμοὶ ἢ τῇ πόλιτι; φαίνεται γὰρ τούναντιον ἐκείνη μὲν φανερὰ ποιήσαντες, ἐμοὶ δὲ παντάπασιον ἀφανῆ πεποιμῶτες, καὶ οὐδὲ ταῦτα ἀποφαίνοντες ἐξ ὧν τιμηθόμενοι τὰς εἰσοφμαῖς εἶδεσθερετε. δεῖξατε γὰρ ταύτην τὴν οὐσίαν, τίς ἦν καὶ ποῦ παρέδοτε μοι καὶ τίνας ἐναντίον.

Ibid II.

1. Explain the formation of *ἐμφανῆ*, *τούναντιον*, *παντάπασιον*.

2. Distinguish *φαίνεται* ὧν and *φαίνονται* εἶναι.

3. Give exact Latin and English equivalents for *ἑαυτά*, *αὐτά*, *ταῦτα*.

(To be continued.)

MISS MARY ANDERSON, says the *Era* (London), is just now staying at Stratford-on-Avon in company with a few American friends, including Mr. Winter, of New York. Miss Anderson has already paid several visits to the Shakespeare Memorial Theatre at Stratford, in which she shows great interest, and in compliance with her wish Mr. O'Connor, the celebrated scenic artist, who is one of the party, has exhibited the whole of the beautiful scenery used in the recent revival of "As You Like It." This scenery was designed and painted specially for the play by Mr. O'Connor. Miss Anderson has in contemplation the character of *Rosalind*.

The Public School.

THE FOUR SCHOOL ARTS.

WHEN progress has been made in any science or philosophy, it is necessary to attempt a re-statement of fundamental truths. They must be brought into accord with current views, not by rejecting the former statements, but by remodelling and enlarging them. For a whole philosophy flows out of these fundamental formulæ; and when they relate to practice there is an unconscious shaping of conduct according to the felt logic of them. Hence the great value of a right statement.

Elementary education is making great progress. Never was so much attention given to its processes or so general a discussion of its proper purposes and results as at present. The discussion is much wider than the school-teaching world. Men of literature, politicians, philosophers engage in it. Expansions of school work are called for in the interest of science, of art, of manual labor, of morals. It will not be out of place, therefore, to attempt to re-state some of the fundamental purposes of this education in such a way as shall be consonant with the best thought of the present time and shall tend to reinforce their importance, not against, but among, the contending claims.

Let us say, then, that the great work of elementary education is to induct the young into four great arts. Now, an art is learned by practice. This is an important truth, but only a half-truth. Its complement is that the practice must be intelligent. This intelligence will not come from the learner but from the teacher, whose constant business it is to show the pupil how to do. It is the skilled workman guiding the apprentice so that his practice will bring forth the best skill. Doing may make a bungler; it is intelligent practice that makes the good workman.

The four arts may be stated thus: 1. The art of getting accurate and available knowledge from things about us—we may say more briefly, the art of using our own senses. 2. The art of expressing clearly and systematically what is learned. 3. The art of getting out of books what is in them. 4. The art of using numbers skilfully.

These arts are of such prime necessity to every civilized being that the community is justified in insisting that every child shall acquire them; and the elementary schools are created primarily to impart them.

It is a true instinct which, from the earliest times, has made the third the most esteemed and indispensable. Once mastered the child may be his own instructor. He is given the key to the storehouse of human knowledge which contains treasures he is

utterly impotent to acquire for himself by any other means. We react at present against book learning, because we have been content to teach how to read, instead of attempting the larger and more fruitful art of getting out of books what is in them. It is the height of educational folly to turn away from books because our own unskilled workmen have misused them.

The first of these arts, which seems the most fundamental, is the one that has come latest into the schools, and as yet we are all clumsy workmen at it. It came in late because Nature unaided does so much first. Her processes, are, however, haphazard and disconnected. How to look at a thing analytically and with tolerable completeness, so that the consciousness shall play about it long enough for it to become deeply interesting and suggestive, is an art capable of being taught by a skilful workman. It is learned like other arts, by doing it under intelligent guidance. Notwithstanding the wretched machine-work and formalism which has reigned in the attempt to introduce it, some real progress has been made. When the real teacher comes he makes it an inspiration.

The second art is the natural and necessary adjunct of the first. The use of the senses gives knowledge when their results are made definite and suggestive by language. When shall we learn that language is a means and not an end, and that proper power with it is acquired by using it for its proper end—to body forth a mental product? What dreary drills our little ones suffer in the effort to beat in upon them prematurely grammatical distinctions, and grammatical rules! A child does not want rules. They are a lingo to him—mere farrago, which he says over to be counted out. He gets little more profit out of artificial sentences, with whose parts he plays fox and geese to oblige the teacher. He learns to talk most when he talks his own thought. He tells what he has a real interest in, and is guided patiently to put his thought into a complete and proper sentence; then in time into a little paragraph, which he builds under apt suggestions; and finally into a fairly complete description. Such work is real, vital. It forms the power of speech in him, the power of observation, the power of systematic thought. It is the sort of preparation which he needs for life—to write a letter, or conduct a business, or make a man of science or of letters. Knotty drills on *this* and *that*, *these* and *those*, are pedagogical pop-gun fights, chiefly valuable to entertain the beholders.

Drill in expression, however, is broader than this. It becomes complete, accurate, lasting when written. "Writing maketh an exact man." It also makes a permanent effect upon a young pupil. What a clumsy,

all-in-a-heap effort to develop constructiveness the ordinary school composition is! A dreary task

Of dropping buckets into empty wells
And growing old in drawing nothing up.

Step by step this constructiveness is developed as ideas and words to express them are gained, if the guide know how to shape the efforts of the young learner so that he can first tell something he has a real interest in, and then put it down upon paper. Drawing is another form of expression. If it is little used, even by those who are trained in it, this is because, again, the training is far away from their own mental life. Somehow we must allow the child—we must guide him rather—to use it early and often as an instrument for expressing himself, if we would give it a real place among the arts he knows and uses.—*Intelligence.*

TEACHING GEOGRAPHY.

I KNOW I am not saying anything new. Other people have spoken of the necessity of laying the foundation correctly, but what I desire to do is to show you how this can be done. During the summer, I frequently take my children into parks and out into the country. Let me describe one of these excursions. One morning we started out due east, which direction was fixed by the rising sun. We roamed about, till we found the source of a brooklet. Here I began my lesson on watersheds, river systems, etc. Here the children saw the very beginning of a water-course. They noticed the water trickling from beneath the roots of large trees, till it increased enough in bulk and force to run along in the form of a creek. Here they learned by actual observation what a watershed is, seeing one spring descend on the one side of a ridge, another on the opposite side. We then followed the brook, saw it grow deeper and wider by the influx of other springs. In following it, we sometimes cut across the fields where certain curves in its course would have prolonged the excursion unnecessarily. Every curve, hill and valley was carefully sketched on a slate as we proceeded. When we reached the end of the brook, we saw where it emptied into the tributary of a larger river. Ascending a hill we could see the river meander through the country, could see that it was bridged over in the neighborhood of the city. And on this excursion we noticed hills, rocks, slopes, plateaus, woods, meadows, fields, plains, valleys, paths, high-roads, railroads, farm-houses, and settlements. The observations were all carefully noted down on our slate, and the names were repeated, and thus fixed in the memory. The children learned to distinguish the different kinds of grain, many kinds of trees, certain minerals, birds and insects; and thus we mingled a little natural history with our geographical lesson. At home we had a review-lesson, which proved incontrovertibly that this kind of instruction is the most successful of all.—*L. R. Klemm, at the Ohio Teachers' Association.*

Educational Intelligence.

NORTHUMBERLAND TEACHERS ASSOCIATION.

THE regular annual convention was held in the Collegiate Institute, Cobourg, on Friday and Saturday, 5th and 6th of June. The Convention opened at 10:30 a.m., the President, D. C. McHenry, M.A., in the chair. After reading and adoption of minutes, the Audit and Nominating Committees were appointed. A motion was passed to the effect that each member of the Association desiring a copy of the minutes of the Ontario Teachers' Association would receive the same by paying the Secretary 10 cents.

A Library Committee was appointed, and reported during the convention, but after some discussion the library question was referred back to the committee to report at the next convention.

A resolution was passed to the effect that the reduced rates for educational journals obtained through this Association, be granted only to teachers who have paid their fees for the ensuing year, and then only when the subscription is forwarded for remission not later than the 31st Dec.

Dr. McLellan ably introduced the subject of Grammatical Analysis. The discussion was continued by Mr. McDiarmid, the President, and Inspector Scarlett.

Inspector Scarlett read a short essay on the subject of "Text Books"—preparatory, authorization, and uniformity.

Inspector M'Brien, from the County of Ontario, then addressed the convention, in which he passed a glowing eulogy upon Dr. McLellan. Representatives of the different educational periodicals then addressed the convention.

The session was closed with an admirable address by Dr. McLellan on the A, B, C, of Arithmetic.

At 8.30 p.m., Dr. McLellan was introduced to the audience, and delivered an eloquent and telling address on the subject of "The Coming Teacher." A vote of thanks was tendered the Doctor.

Saturday: Mr. Arthur J. Reading was introduced, and proceeded to exemplify the course he would pursue in "the teaching of Elementary Drawing."

The following resolutions were passed: 1st. That this convention approves of the action of the Minister of Education in preparing a course of reading for teachers.

2nd. That we as teachers heartily endorse the action of the Minister of Education in appointing Dr. McLellan conductor of Teachers' Institutes.

The conference on "Teachers' Difficulties," to be led by Mr. H. F. McDiarmid, was omitted owing to want of time.

Dr. McLellan then took up "Objects of Questioning."

The Auditor's report was adopted and showed a balance of \$67.84 on hand. The usual allowance was voted the Secretary.

The following officers were elected for the ensuing year:—A. A. Gould, President; J. G. Orr, Vice-President; C. A. Lapp, Sec-Treas.; Executive Committee—Messrs. Ellis, McDiarmid, McHenry, Scarlett, and Kelley.

It was resolved that \$1 of the subscription price of two of the Toronto educational journals be paid by the Association.

Mr. S. H. Preston illustrated his method of "Teaching Music in our Schools."

The report of the Management Committee was received and adopted. The next convention will be held in Colborne.

Rev. D. L. McCrae, Presbyterian minister, Cobourg, being called to visit a sick friend, was unable to deliver the closing address.

THE ACADEMY AND ITS FUNCTION.

A Paper by W. H. Mowry before the National Council of Educators.

SARATOGA, July 11.—The National Council of Educators held a morning and an evening session to-day. At the first the report on State supervision of schools was presented by J. H. Smart, chairman of the committee. Some of the parts were as follows:

"State supervision is necessary, because having undertaken to tax the people to secure better school advantages it must follow up the tax and see that the money is wisely expended. It is not enough to make a school system possible. It should compel the location, establishment and maintenance of a sufficient number of schools to educate all its children. It should fix the minimum time in which the schools should be in session, and prescribe a minimum course of study.

"Suitable officers for the inspection of the schools must be appointed. A State superintendent should be appointed for an indefinite term to advise with school officers, interpret the law, find out the needs of schools and report needed legislation. The State Board of Education should be composed chiefly of professional teachers, and the various public educational interests should be well represented. It should take charge of the issuing of State certificates, supervise State educational institutions, examine and license all local officers authorized to examine and license teachers throughout the State, exercise control over county and district institutes and appoint the State Superintendent.

"The county, or district, superintendent should have his fitness well attested and have a long tenure of office. He should have power to examine applicants for teacherships, and issue and revoke licenses. He should

be appointed by a County Board of Education formed of members of the local boards, and this county board should have oversight of the schools in the county."

The evening session was occupied by a paper on the place and function of the academy, which was read by William A. Mowry, Ph. D., Editor of *The New-England Journal of Education*, of the Committee on Secondary Education, composed of W. A. Mowry, John Hancock, Merrick Lyon and E. W. Coy. He sketched the history of the academy from the time of Plato, and defined the institution as understood in America, namely "a school, or seminary of learning holding a rank between a college and a common school." "The record of the academy," he continued, "may be shown by a single instance. It is a well-known fact that an eminent instructor, Dr. Samuel H. Taylor, in a little more than a quarter of a century had under his instruction at a single institution, Phillips Academy, Andover, about 6,000 young men, of whom more than 1,000 went directly from his charge to college and the entire endowment of the institution was less than \$100,000. Is there no reason to believe that the influence of all the academies of the country during the last one hundred years has been absolutely necessary to the development of education and the general intelligence that marks the American people to-day? That the common schools and high schools are making rapid progress, and in the course of time bid fair to cover much of the field now occupied by academies is true, but even when such a state of things arrives, I believe there will be room for the academy to live and flourish.

"Towns under a certain size cannot afford a high school of the best sort, while an academy, owing to its endowment, might flourish there. Then many children do better if sent away from home for a while to school. Orphans are educated largely at academies, and for these a small town offers better surroundings than a city. The cost of living is cheaper, and this is no small item to the numbers of students who have to educate themselves on scanty means. Then in small towns where a high school does not contain but three or four teachers, it is obvious that a student cannot receive as liberal a secondary education or preparation for college as in a well-endowed academy. This leads many to believe that several small towns must combine to maintain one high school for giving a business education, leaving the more classic branches and preparation for college to some endowed academy.

"The value of the college course for any young man depends largely upon the character and quality of the youth's preparatory training. With all the high schools that the country maintains to-day it is still one of the most serious difficulties for the youth to get

properly prepared for the college. In the newer parts of the country the colleges which have been established find it absolutely necessary, in too many cases, to maintain preparatory departments in order to get their candidates properly fitted. In most cases these colleges are willing to dispense with the preparatory department at the earliest moment. There are many so-called colleges, which are in reality only academies, and in many cases it may have been better if academies had been founded rather than colleges. The public schools in England, at Eton, Rugby, Harrow, Winchester, Westminster and other places, still perform their good work of fitting young men for Oxford and Cambridge. The earlier academies of this country, at Hanover and Exeter, and the Hopkins Grammar Schools at Hartford and New-Haven have not yet found their necessity and their usefulness in any wise diminished, whether they be merged into the Public High School or not. It might prove a difficult task to give a good and sufficient reason why a century hence we may not see: First—Public High Schools far more generally established than at the present; second—the academy, especially for its true work of preparing young men and women for the American college, liberally established at the East, the West and South; third—the scientific and technical schools doing special and important work; fourth—the colleges well endowed and equipped in all the States, and fifth—a few high-class universities and professional schools rounding out the American system of education, the public doing the principal work and private munificence completing and perfecting it.—*N. Y. Tribune.*

PENNSYLVANIA STATE MEETING AT HARRISBURG.

THE three days' meeting of the Pennsylvania State Teachers' Association recently held at Harrisburg, was largely attended, the enrolment showing an aggregate of five hundred and forty-eight (548) members.

The sessions were held in the Opera House, overlooking the spacious and beautiful grounds of the Capitol buildings. The weather was warm, but so it ought to be at this season of the year. The programme provided by the executive committee was a good one, and was promptly carried forward "on time." The local and other arrangements, under direction of Dept. Supt. Stewart, chairman of this committee, Supt. L. O. Foose, of Harrisburg, and Supt. R. M. McNeal, of Dauphin county, and others, were complete in all respects.

The music was an excellent feature of the sessions, the solo singing of Mrs. J. C. Hall, of New York, and the chorus of singers of Harrisburg, under the direction of Prof. H. H. Rich, affording variety upon the pro-

gramme always pleasing and at times delightful.

The papers read presented topics of present interest, ranging from hygienic teaching and industrial training to the importance of our forestry interests and the imperative necessity for the consideration of this economic question by those engaged in the educational work. The discussions were animated and earnest, with, as usual, a wide range of opinion upon the Normal School question and that of teachers' examinations.

The evening lectures by Dr. E. E. White and Col. R. H. Conwell, attracted good audiences, the former upon the "Question of the Hour," universal education essential to the perpetuity of our government; and the latter upon "Acres of Diamonds," two hours of anecdote, incident and story illustrating the thought that self-sacrifice is essential to any enduring success in life, and that "diamonds" are always lying about us if we will but look for them.

The large and fine exhibit of drawing and needle-work upon the upper floor of the Opera House was inspected with much interest by hundreds of teachers, as well as by Superintendents, and other visitors. This is another of the varied lines of development that have been struck out in the common schools since that early meeting in Harrisburg, a third of a century ago, when the State Association was organized.

Three excursions were arranged for, each attracting a goodly number of teachers and others—one to Fortress Monroe, Richmond, Washington, etc., a second to Luray Cavern, and a third to Gettysburg. It was our good fortune to accompany the party last-named, under the direction of County Supt. Aaron Sheely, of Adams county. By means of carriages and the railway train that now runs to Little Round Top, and under the guidance of Supt. Sheely and Mr. Holtzworth, a professional guide who is probably more familiar with the details of this momentous three days' struggle than any other man living—our large party visited the historic field of Gettysburg with the utmost satisfaction; and left it with a renewed sense of gratitude to the heroic men who there, upon the soil of Freedom, won their crowning victory over the armies of the Rebellion. It is the modern Marathon, grander than that of the old Greeks.—*Pennsylvania School Journal.*

ONE evening recently the pupils of the Hespeler Public School, who passed the late entrance examination so successfully, assembled at the residence of Mr. R. H. Knowles, principal of the school, and presented him with a beautiful ink bottle of glass, set in an elaborately designed silver case. The presentation was made by Master Harry Hastings, and an address was read by Miss Winnie Johnstone, which was heartily responded to by Mr. Knowles.

Personals.

HENRY IRVING will, during the autumn season at his London theatre, create the part of *Mephistopheles* in a new dramatization of "Faust."

MR. C. L. CRASSWELLER, B.A., late of Pickering College, has been appointed mathematical master of Oshawa High School, at a salary of \$800 per annum.

EVERY prominent member of the British Government is a college-man or a graduate of Rugby, Eton or Harrow. Their predecessors were also, for the most part, the products of the great English educational institutions.

EDWARD RUDOLF GARCZYNSKI, who describes himself as a "penniless Polish nobleman supporting himself by literature," has been much abused for some sharp criticisms of the Bartholdi Statue which he has lately published. He has written to the *Transcript*, of Boston, defending the position he has taken. He asserts that the statue will be destroyed by galvanic action due to the conjunction of the metals of which the statue is composed. He also claims that the arm which holds the torch is not properly supported and that the statue cannot, therefore, be utilized as a light-house.

THE question whether or not the English language would wholly supersede the French in Canada has been much discussed by educators in this country. The latest important opinion on the subject is that of Professor Rivet, who, in an address before the University of New Brunswick, maintained that the hope of doing away with the French language, although the French speaking class formed only one third of the population of Canada, must be abandoned forever, and that the fact of there being two languages in Canada must be distinctly recognized. He said this was due to the rapid increase of the French element and to its influence in all social, commercial, political and educational centres.

Correspondence.

AN EMENDATION.

To the Editor of the EDUCATIONAL WEEKLY.

DEAR SIR,—We are of the opinion that "Evening," as given on page 17 of the First Book, Part II., is not the correct rendering of it. We always looked upon it as a supplication.

If, as has been said, there is nothing in the English language repeated so often, we think it is highly necessary that it should be repeated correctly.

As given in the First Book:—

Now I lay me down to sleep,
I pray the Lord my soul to keep;
If I should die before I wake,
I pray the Lord my soul to take.

To our way of thinking, it should be:—

Now I lay me down to sleep,
I pray Thee, Lord, my soul to keep;
If I should die before I wake,
I pray Thee, Lord, my soul to take.

Yours truly,

J. ROBB.

Washburn, Ont., July 30, 1885.

Examination Papers.

JULY EXAMINATIONS, 1885.

THIRD CLASS.

ENGLISH LITERATURE.

Examiner—JOHN SEATH, B.A.

NOTE.—150 marks constitute a full paper. In valuing the answers, marks will be deducted for bad literary form.

1. What is the connection between the Spenserian stanzas and the rest of "The Lady of the Lake?" Give details in each case.

2. Quote the description of Loch Katrine at "summer dawn."

3. "Have, then, thy wish!"—he whistled shrill,
And he was answered from the hill;
Wild as the scream of the curlew,
From crag to crag the signal flew.
Instant, through copse and heath, arose
Bonnetts, and spears, and bended bows;
On right, on left, above, below,
Sprung up at once the lurking foe;
From shingles gray their lances start,
The bracken bush sends forth the dart,
The rushes and the willow-wand
Are bristling into axe and brand,
And every tuft of broom gives life
To plaided warrior armed for strife.
That whistle garrisoned the glen
At once with full five hundred men,
As if the yawning hill to heaven
A subterranean host had given.
Watching their leader's beck and will,
All silent there they stood, and still;
Like the loose crags whose threatening mass
Lay tottering o'er the hollow pass,
As if an infant's touch could urge
Their headlong passage down the verge,
With step and weapon forward flung,
Upon the mountain-side they hung.
The mountaineer cast glance of pride
Along Benledi's living side,
Then fixed his eye and sable brow
Full on Fitz-James—"How say'st thou now?
These are Clan-Alpine's warriors true;
And Saxon—I am Roderick Dhu!"

(a) Develop the meaning of 'are bristling,' 'gives life,' 'as if the yawning hill to heaven a subterranean host had given,' 'their leader's beck and will,' 'hollow pass,' 'urge their headlong passage down the verge,' 'Benledi's living side,' 'fixed his eye and sable brow.'

(b) Indicate the chief means by which the poet has given beauty and force to his language.

(c) What is meant by describing this scene as highly dramatic?

(d) Write concise elocutionary notes, bringing out as fully as possible the spirit of the passage.

4. Contrast life in the village before Rip's long sleep with life there on his return.

5. Whoever has made a voyage up the Hudson, must remember the Kaatskill mountains. They are a dismembered branch of the great Appalachian family, and are seen away to the west of the river, swelling up to a noble height, and lording it over the surrounding country. Every change of season, every change of weather, indeed every hour of the day produces some change in the magical hues and shapes of these mountains; and they are regarded by all the good wives, far and near, as perfect barometers. When the weather is fair and settled, they are clothed in blue and purple, and indent their bold outlines on the clear evening sky;

but sometimes, when the rest of the landscape is cloudless, they will gather a band of gray vapors about their summits, which, in the last rays of the setting sun, will glow and light up like a crown of glory.

(a) What personal attributes does Irving assign to the Kaatskills in this description? Develop the meaning of each of the expressions used to denote these attributes.

(b) 'Every change—barometers.' Account for the repetitions here. What justification does Irving give for describing the mountains as 'barometers'?

(c) We have 'are clothed' and 'print,' but 'will gather,' and 'will glow and light up.' Explain this use of 'will.'

(d) Distinguish the meanings of 'made a voyage' and 'sailed,' 'bold' and 'distinct,' and 'glow' and 'light up.'

(e) Show from the derivation, the exact meaning of 'dismembered' and 'perfect.'

(f) What characteristics of Irving's style are here exemplified?

6. Write concise, critical, and explanatory notes on the following passages:

[In answering this question, the candidate will be expected to explain and comment on the chief difficulties only, and to point out any blemishes and develop any beauties of thought or expression.]

(a) The Knight of Snowdon, James Fitz-James; Lord of a barren heritage,
Which his good sires, from age to age,
By their good swords had held with toil;
His sire had fallen in such turmoil,
And he, God wot, was forced to stand
Oft for his right with blade in hand.

(b) And thus an airy point he won,
Where, gleaming with the setting sun,
One burnished sheet of living gold,
Loch Katrine lay beneath him rolled,
In all her length far winding lay,
With promontory, creek and bay,
And islands that, unpurpled bright,
Floated amid the livelier light,
And mountains, that like giants stand
To sentinel enchanted land.

(c) The rocks presented a high, impenetrable wall, over which the torrent came tumbling in a sheet of feathery foam, and then fell into a broad, deep basin, black from the shadows of the surrounding forest. Here, then, poor Rip was brought to a stand. He again called and whistled after his dog; he was only answered by the cawing of a flock of idle crows, sporting high in air about a dry tree that overhung a sunny precipice; and who, secure in their elevation, seemed to look down and scoff at the poor man's perplexities.

HISTORY.

Examiner—JAS. F. WHITE,

1. Write a clear and concise account of the inhabitants of England before and when the Romans arrived. What traces of the presence and influence of the Romans are still to be recognized there?

2. Mention the leading features of the Feudal System. Explain the causes of its decay in England.

3. Narrate the circumstances that led to the assembling of the first English House of Commons. Show how the country had previously been governed.

4. When and by what means did parts of France

come under English rule. State how they were severally lost.

5. What was the condition of Education and of Literature in England under the Tudors?

Name the great English authors of that period and give some account of their writings.

6. Explain clearly what is meant by Responsible Government. Give the history of its establishment in Canada.

7. Write brief notes on the Quebec Act, Abolition of Seigniorial Tenures, Secularization of Clergy Reserves, Expulsion of the Acadians, Treaty of Washington.

ALGEBRA.

Examiner—J. C. GLASHAN.

1. Simplify: $a^2 + b^2 + c^2 - (a - b + c)(a + b - c) - (b - c + a)(b + c - a) - (c - a + b)(c + a - b)$.

2. Divide $a^4 + b^4 + c^4 - 2b^2c^2 - 2a^2c^2 - 2a^2b^2$ by $a^2 + b^2 - c^2 + 2ab$.

3. Multiply $x^{n-3} - x^{n-5} + x^3 - 1$ by $x^3 + 1$.

4. Find the factors of $a^2 - b^2 + c^2 - a^2 + 2ac - 2bd$.

5. Find the factors of $(a + b)^2 - (b - c)^2 + (c + a)^2$.

6. Simplify:

$$\frac{1}{x} - \frac{2}{x+c} + \frac{1}{x+2c}$$

$$\frac{1}{x} - \frac{3}{x+c} + \frac{3}{x+2c} - \frac{1}{x+3c}$$

7. Find the value of x that will satisfy the equation $m(x - m) + n(x - n) = 2mn$.

8. Determine x given $4[(x - a)(x - b) - (x - c)(x - d)] = (d - c)^2 - (b - a)^2$.

9. Solve the simultaneous equations:

$$\begin{cases} x + 2y = 8, \\ x + 2y = xy. \end{cases}$$

10. A drover bought 12 oxen and 20 sheep for \$1,340; he afterwards bought 10 oxen and 26 sheep for an equal sum, paying \$8 each more for the oxen and \$3 each more for the sheep. What was the price per ox and what the price per sheep of the first lot?

GEOGRAPHY.

Examiner—JAS. F. WHITE.

1. Fully explain these terms—tropic, meridian, solstice, monsoons, mean time, insular climate, longitude, inclination of the earth's axis.

2. Draw a map of South America, marking thereon the six principal cities, the three chief mountain chains, and the course of the four most important rivers.

3. Name the railroads entering Toronto and Ottawa respectively; tell about each the direction in which it runs, the important places in Ontario that it passes through, and its termini.

4. Describe a voyage from Montreal to New Orleans, calling at six important places on the way.

5. Where are the following places, and for what is each noted: Odessa, Bermuda, Bordeaux, Archangel, Mauritius, Oporto, Honduras?

6. Describe one of these countries, France, China, Brazil, Arabia, under the following heads:

- Boundaries and physical features,
- Animals and plants,
- Manufactures and commercial centres,
- Civilisation and government.

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The more we examine this work the more we are struck with the superiority of the "grouping system" upon which it is constructed, the great care which has been given by the author to the minutest details, and the wide range which it covers. We have compared it with some of the largest dictionaries, and find it more than holds its own. * * * It is the most serviceable dictionary with which we are acquainted.—*Schoolmaster*, London.

This may serve in great measure the purposes of an English cyclopædia. It gives lucid and succinct definitions of the technical terms in science and art, in law and medicine. We have the explanation of words and phrases that puzzle most people, showing wonderfully comprehensive and out-of-the-way research. We need only add that the Dictionary appears in all its departments to have been brought down to meet the latest demands of the day, and that it is admirably printed.—*Times*, London.

The first point that strikes the examiner of Stormonth is the good-sized and extremely legible type. This is a great comfort for persons whose sight is defective. The dictionary seems to be specially rich in provincial, obscure, and obsolete words, such as one encounters in rare old English books or hears from the mouths of rustics in the nooks and corners of England. The definitions are, as a rule, brief; but long and minute in the case of the more important words. Much judgment is shown in the proportions of space assigned for the purpose. The "sound-symbols," giving the pronunciation, are as clear as could be desired.—*N.Y. Journal of Commerce*.

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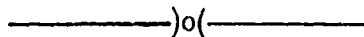
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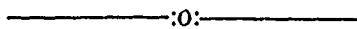
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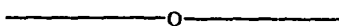
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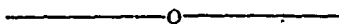
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