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The Canada School Journal.

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The Canada School Journal and Weekly Review.

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The World.

The anti election excitement is waxing hot in England. It is rather humiliating at this stage of political progress to find that the arguments advanced are not always of the most advanced kind. The logic of rotten eggs, cudgels, and broken chairs is not usually either persuasive or convincing, yet it seems to be pretty freely used in certain localities. Such incidents as the pelting of the Marquis of Lorne, an advanced Liberal, on the one hand, and the violent breaking up of a meeting called for Lord John Manners, Postmaster-General, on the other, shows that the rowdiness does not belong exclusively to either party. Considering the great numbers of new electors, unused to the exercise of political rights, now for the first time enfranchised, and the exciting nature of many of the new issues involved, such outbreaks are not, we suppose, to be wondered at. Some of the newspapers seem to expect something dreadful to follow the assault upon the Queen's son in law, but the ruffianism is really no worse in his case than in that of any other candidate. It is not the Queen's son-in-law, but the Radical candidate for Parliament who is maltreated.

As the limit of time to which Reil was respited approaches, the excitement, both of those who are clamoring for his execution and those who are interceding for his life, naturally increases. The appeal for a new trial has been summarily refused by the British Privy Council. To petitioners for the royal clemency, the Queen is said to have replied that the pardoning power in Canada is now vested exclusively with the Governor-General. Those in Quebec who are zealously trying to save the Metis' leader are asking for a medical commission to inquire into his sanity, though they frankly declare that they advocate this simply as a last resort, and think his life should be spared on other grounds. The crucial question is, or should be, To what extent was the insurrection justifiable? and the strongest argument in Riel's favor is the prompt concession of the chief demands of the half breeds as soon as arms were taken up. Baron Bramwell, of England, is reported as saying that no other crime is so deserving of death as leading a rebellion. Surely this requires modification. There are rebellions and rebellions. Some rebellions have been the levers by which the most important constitutional advances have been made. To rebellions the people of both Britain and Canada to-day owe some of their most cherished rights.

We have several times commented on the singular state of affairs in Denmark. The plot thickens, and the *finale* seems as far off as ever. Mr. Estrup, the Prime Minister, has long kept himself and his Cabinet in power by illegal use of the public funds. He has access to the money, and simply goes on to use it after and in spite of the refusal of the Parliament or Rigsdag, to vote supplies. Of course, in so doing, he is acting simply as the agent of an ambitious and unscrupulous king. The trouble is that the people, when the vote of their representatives is coolly ignored, have no means of enforcing their will, save by resort to violence. To this they are by nature and habit indisposed, but to this the matter will probably come at last. The recent attempt of a maniac to assassinate Mr. Estrup has created a temporary reaction in his favor. But it is in the last degree impossible that the Danes will go back permanently to a despotism.

The School.

Superintendent Howland of the Chicago schools says that "boys love to have a scolding teacher, then they can talk back and enjoy themselves." We commend the statement, without note or comment, to the study of the scolding teacher.

Professor Matthews says if you have the blues and want to kill them you must not lie on the sofa courting painful ideas, but be up and stirring yourself. The blood needs to be set in motion. Try a smart walk over rough ground, or a climb up a steep, cragged hill, build stone walls, swing an axe over a pile

of hickory or rock-maple, do anything that will start the perspiration, and you will soon cease to have your brain chambers lined with black. Try it, melancholy teacher.

The *Chicago Current* says there is some demand for a return to the old-fashioned system of oral spelling in the schools. Such a demand could be made only by those who mistake parrot-like repetition for mental progress. It could be acceptable only to foggyish and lazy teachers who find the setting of long columns of words to be conned by rote, an easy way of keeping the children employed. The only natural, easy, and right way to teach spelling is to teach it by writing. As a matter of fact, spelling belongs only to writing. He who does no writing has no need of spelling. He who writes must learn to spell by the eye. To be able to spell orally all the words in Webster's Dictionary would afford no guarantee of correct orthography in a letter or article.

The recent quashing of a by-law in Beeton has put the teachers of that village in a somewhat awkward position. The effect of the quashing, unless the appeal which is being taken is successful, will be to invalidate the election of one-half the trustees by whom the teachers were engaged. The *Beeton World* sums up the situation as follows.—“Two questions arise: First, Does the quashing of the by-law invalidating the election of the trustees render the agreements between the teachers and trustees null and void? and secondly, would the teachers by closing the school discharge themselves or render themselves in any way liable for non-fulfilment of their agreements?” So far the teachers have gone on with their work, confiding, no doubt, in the honor of the good people of the village or town, as the case may be, for the question of incorporation or non-incorporation is the one involved in the appeal. Their confidence, we feel sure, will, in any event, be justified. Meanwhile the situation points the moral we were stating a few weeks since. Teachers' engagements should be permanent, terminable only for cause or after notice, and not dependent upon the accidents or whims of trustees.

The *Globe* of a recent date had an article on “Soldiering and School Boys,” with the spirit of which we cordially agree. We have, in a previous issue, pointed out the evil tendencies of thus cultivating the war instinct, which, whether inherited or otherwise, is already much too strong in the Anglo-Saxons. If it be true, as the *Globe* says, that “in our own young and professedly Christian country we are striving more and more to indoctrinate even the little boys at school with the idea that the war spirit is a noble one, and that soldiering is the finest and first of all occupations,” we are doing the children a great moral wrong. To equip school-boys with mock muskets and other paraphernalia of war and put them through military evolutions is to familiarize their young imaginations with scenes of violence and carnage. Facts are every day coming to light in the United States which show the powerful and ruinous effects wrought upon youthful character, through the imagination, by pernicious literature. To fill the young mind with low and

false ideals is to poison the fountain of morals at its source, and the fighting ideal is generally a low and false one. Surely all the physical benefits to be derived from drill and gymnastics are attainable without contaminating their young imaginations with the pernicious mimicry of guns and swords and sham fights, and butchery of imaginary foes.

Akin to the demoralizing influence of military mimicries, and scarcely less mischievous, is the tacit encouragement given in so many of the English and, we fear, in some of the Canadian schools to the unmanly practice of boxing. The ability to strike hard from the shoulder, on which the average Englishman prides himself, may help to make him an object of dread to less pugilistic races, but its effect upon character, individual or national, can be only bad. It fosters the arrogance which is one of the most disagreeable of British traits. It debases the moral sense by implying that questions of right and wrong can be settled by brute force, or by physical agility or endurance. It stimulates the degrading passion of anger by encouraging its frequent indulgence. It sets up a low and false standard of true manliness. It perverts the true notion of British “fair play,” of which we are so fond of boasting. And, worst of all, it tends to lessen moral courage in at least an equal ratio with its development of physical courage. It often makes a noble-spirited youth more afraid of being thought a coward than of becoming a bully, or violating his highest notion of right. Alas! for the moral influence of the school when bullies tyrannize on the playground, when little disputes are settled by fist-cuffs, and the weight of public opinion is on the side of the boy who would rather do wrong than suffer wrong.

While we are on this topic of false *versus* true courage, or brute force as a substitute for justice, we can scarcely be unmindful of another practice which is all too common in both the United States and Canada, and which is even more cowardly and contemptible than the one last named. We refer to the carrying of revolvers and other concealed weapons. We have a good law on the subject in Canada, but there is reason to fear it is not well enforced. True, the practice does not, it may be hoped, prevail to any great extent amongst school-boys and students, but there is no place where it can be so effectually combated as in the schools. The teacher must be deficient in mental and moral force who cannot evoke in his boys the spirit which is above attempting to secure in any way an unfair advantage. The man who is afraid to go abroad amongst his fellow-men without deadly weapons in his pockets must have either a very craven spirit or a very guilty conscience. There are many impulses in most boys which will enable them to feel this when it is properly pointed out to them. The character of the typical Canadian in the next generation is being moulded to-day in the schools, and the teachers in a large measure the national character-builders. Would that they could be successful in sending forth into the busy world of Canadian life a generation of high-minded, large-hearted, noble souled men, afraid to do wrong and afraid of nothing else. In the keeping of such a race of men the rights of the nation, as well as of the individual, will be safe.

It may not be amiss if an occasional number of the JOURNAL devotes a large amount of space to the subject of moral training in the schools. It would not be easy to find a worthier theme. Hence we are constrained to add a word on two kindred vices which often try the soul of the true-hearted teacher. We refer to lying, and cheating at games. These vices are sometimes said to be more common amongst girls than boys. We fear there is some truth in the observation, though we should rejoice to have it denied by teachers in Canadian schools. If it be admitted that the percentage of untruthful girls is larger than that of boys, we cannot accept the common explanation which refers it to their greater constitutional timidity. We believe, and confidently appeal to history and observation in support of the opinion, that the truly conscientious woman will do and dare at least as much for the right as the bravest man. The difference referred to, if such exists, must be explained on other grounds. The true explanation will probably be found in the fact that the consciences of girls are less carefully trained in the household, than those of the boys who go out into the streets. Parents are apt to feel that the latter are subject to greater temptations and dangers and do more to fortify them accordingly. Certainly, for some reason or other, the sense of honor is more constantly appealed to in boys than in girls, and, somehow, the impression is tacitly conveyed that a high sense of honor is more to be expected, or of greater importance, in a boy than in a girl. If such notions exist they cannot be too quickly eradicated, and no one can do so good service in eradicating them as the teacher. There are few children of either sex who cannot, if rightly dealt with, be taught to despise a lie as one of the meanest, most cowardly, and most despicable things of which a human being can be guilty. Cheating, which is but another form of lying, can easily be put in the same category. The instinctive love of truth will be strong enough in most natures to re-inforce the teaching, and the higher sanctions of religion can never be more appropriately invoked. Let the teacher, too, take care to make it clear that the essence of falsehood is in the intention to deceive, that no mere form of words can make a lie, and no evasion or ambiguity unmake one. The cowardly, contemptible prevarication which skulks behind a nod or a gesture, or sneaks along in the shadow of a petty ambiguity of speech, is, if possible, meaner and more despicable than the open, fearless, untruth. A great and good man once said that he had generally observed that the person who was afraid to tell a lie was a person who was not usually afraid of anything else. That is a good thing to teach the child; a better still, is the affirmation of a still higher authority that "lying lips are abomination to the Lord."

The N. Y. *School Journal* asks: "Did it ever occur to you that a boy ought to like school as well as he does holing woodchucks?" Certainly. Why shouldn't he? He likes holing woodchucks because it calls into exercise certain activities with which he has been endowed by the Creator, who has attached enjoyment to the proper exercise of every healthful activity. But the proper work of the school calls into exercise higher forms of activity and should, therefore, produce greater enjoy-

ment. We have no doubt there are many children now at school in Ontario who do enjoy the mental activity there stimulated even better than any mere physical exercise on the playground. If this is unhappily true of but a very small proportion of the whole number there is a serious fault somewhere. The fault is not always that of the teacher. Parents and previous teachers are often to blame. The idea of study has become so inextricably associated with dry, mechanical, routine, and unintelligent memorizing, that the child's conceptions are utterly perverted. The skilful teacher will generally overcome this great difficulty by taking the pupil for a time out of the beaten track and putting him on an entirely new route. But to say that mental gymnastics ought to be and may be as delightful to the child as any game of the playground, is to utter what will appear to every wide-awake teacher of the young a truism. Who ever saw a lisping infant that did not delight in the exercise of its unfolding mental powers? With what avidity does the child of three or four summers drink in knowledge of any kind, if attractively presented and suited to its comprehension? The delight should grow rather than die with growing years.

We do not believe, either, that in order to make the school-work pleasant to the pupil everything must be made easy. The healthy child likes a sugar-plum occasionally, but does not want all its food sugar-coated. He would quickly sicken of that. It is not the easy play that is most attractive to the robust boy. He spurns it, and chooses that which calls for the putting of his utmost powers. One great source of his delight is in the consciousness of power. So too in the field of mental exercise. There is a joy in the severest mental effort, if it be but rightly directed and crowned with success. Every true teacher must have watched with keen satisfaction the play of the child-mind as shadowed on the countenance. He delights to mark the clouded face, the wrinkled brow, the downcast eye, while the struggle for the mastery of some uncomprehended sentence or problem is going on, and to see these quickly give place to the flushed cheek, the shining forehead, and the flashing eye, which tell of victory achieved. One aim of the wise teacher will be to develop this sense of power in the child. He will seek not so much to remove obstacles out of the way as to teach the young thinker how to meet and overcome them.

Special.

ELEMENTARY CHEMISTRY.

CHAPTER IV.

CHEMICAL CALCULATIONS.

Amount of Material required to produce a given Weight of a Substance.

We have hitherto employed equations to express chemical changes only, but they also express the relative quantities of the elements which form the compounds acting on each other, or which take part in the changes, and hence they furnish the basis

for quantitative calculations. Thus, the formation of carbon dioxide, by the action of oxygen on carbon, is expressed by the equation—



which not only tells us that one atom of carbon unites with two atoms of oxygen to form a molecule of carbon dioxide, but also that 12 parts by weight of carbon (atomic weight of carbon = 12) unite with 32 parts by weight of oxygen (atomic weight of oxygen = 16) to form 44 parts by weight of carbon dioxide. From these considerations it is easy to calculate the quantities of carbon and oxygen involved in the formation of a given quantity of carbon dioxide obtained from known quantities of carbon and oxygen.

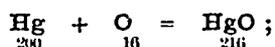
Ex. 1.—When carbon is burnt in oxygen gas it forms carbon dioxide, CO_2 . How much carbon dioxide by weight can be obtained by thus burning 15 grams of carbon?

Weight of CO_2 obtained from 12 grams of carbon	= 44	grams
“ “ 1 “	= $\frac{44}{12}$	“
“ “ 15 “	= $15 \times \frac{44}{12}$	“
	= 55	“

Ex. 2. How much mercury is required to form 20 grams mercuric oxide?

For the sake of simplicity we shall use atoms instead of molecular equations.

Hence.



mercury required to form 216 grams of mercuric oxide	= 200	grams
“ “ 1 “	= $\frac{200}{216}$	“
“ “ 20 “	= $20 \times \frac{200}{216}$	“
	= 18.51	“

Exp.—What weight of oxygen can be obtained from 100 grams of potassium chlorate?



Weight of a molecule of potassium chlorate	= 39.1 + 35.5 + 48 = 122.6
Oxygen obtained from 122.6 grams $KClO_2$	= 48 grams
“ “ 1 “	= $\frac{48}{122.6}$ “
“ “ 100 “	= $100 \times \frac{48}{122.6}$ “
	= 39.15

EXERCISE I

1. I want 100 lbs. of oxygen, how many pounds of potassium chlorate must I take?
2. I require 2 kilograms of oxygen, how much (1) mercuric oxide, (2) potassium chlorate, (3) manganese dioxide, shall I need?
3. On heating some potassium chlorate 298 grams of potassium chloride were left, how many grams of chlorate were heated, and how many grams of oxygen were formed?
4. What weight of hydrogen could I obtain from 70 grams of water by the action of sodium?
5. How much potassium chlorate will furnish sufficient oxygen to unite with the hydrogen evolved by the action of 200 grams of sodium upon water?

6. What weight of zinc must be added to dilute sulphuric acid to liberate 5 grams of hydrogen?

7. What weight of iron is required to prepare 35 grams of hydrogen from hydrochloric acid?

Relation of the Volume of Gases to Pressure.

In Art 22. Exp. 18.—We see that when a confined mass of gas is compressed, its volume diminishes with increased pressure, and conversely increases in volume as the pressure diminishes. Thus, if the pressure on a given mass of gas is doubled, the volume is reduced to one-half, if tripled, to one third, and so on.

Boyle's Law. The volume which a gas occupies is inversely proportional to the pressure to which it is subjected.

This law was enunciated independently by Boyle and Mariotte, and Dalton further showed that it was applicable to the case of a mixture of gases.

Ex. 4.—At a constant temperature a quantity of gas occupies 25 cubic feet under a pressure of 10 lbs.; what space will it occupy under a pressure of 24 lbs.?

Space occupied under a pressure of 10 lbs.	= 25	cubic feet.
“ “ 1 “	= 10×25	“
“ “ 24 “	= $\frac{10 \times 25}{24}$	“
	= $10 \frac{1}{2}$	“

Standard Pressure.—The average weight of the atmosphere at the level of the sea, in the latitude of Paris, is that of a column of mercury 760 millimetres (30 inches) in height, and this is taken as the *Standard barometric pressure*.

Ex. 5.—A balloon containing 1200 cubic metres of hydrogen under a pressure of 770 millimetres of mercury ascends until the barometer stands at 530 millimetres; what volume would the gas in the balloon now occupy, supposing none to have escaped.

Space occupied under pressure of 770 mm.	= 1200	cubic metres.
“ “ 1 “	= 770×1200	“
“ “ 530 “	= $\frac{770 \times 1200}{530}$	“
	= 1743.4	“

EXERCISE II.

1. The height of the barometer is said to be, on a particular day, 740 mm; what is meant by this statement?
2. The standard pressure is 760 mm. of mercury; how many inches of mercury corresponds to this number?
3. 1000 c. c. of hydrogen are measured under a barometric pressure of 740 mm.; what will the volume become under the standard pressure of 760 mm.?
4. At a constant temperature a mass of air occupies 18 cubic feet under a pressure of 7.5 lbs., what space will it occupy under a pressure of 25 lbs.?
5. If, under the pressure of one atmosphere a certain quantity of hydrogen gas occupies 50 cubic inches, under what pressure would it occupy 30 cubic inches?

(To be Continued.)

THE STUDY AND TEACHING OF ENGLISH.

BY WILLIAM HOUSTON, M.A.

As my remarks will be addressed to those who are actually engaged in the work of teaching, they will have reference to the pedagogical treatment of English in schools rather than to the study of the subject as a means of self-culture. I warn you at the outset that I make no pretence to the discovery of some new method. All I am to say has been often and better said by others; but we are none the worse for the reiteration of wholesome truths, and with respect to English in schools there is a growing desire for improvement to which I may be able in some slight degree to contribute. What experience I have had in recent years as a student of English, and as member of a body which to some extent proscribes the manner of dealing with it in schools as well as colleges, convinces me that a thorough re-examination of the old methods is urgently required. For their defects the teachers are not so much to be blamed. They have to teach with departmental and academical examinations in view, and the character of the teaching must depend very largely on the nature of the examinations. That the latter have not been always, or even generally, of the right kind I am prepared to show by an analysis of the questions ordinarily set, including many of those set by myself when it was my duty some years ago to act as a university examiner. But there is no need that I should dwell upon this point, for the prevailing dissatisfaction amongst the teachers and the nature of the complaints they urge show clearly enough that they have to some extent outgrown the system under which they are forced to work. This dissatisfaction I regard as one of the most hopeful signs of the times, provided only that it is rightly interpreted by the various learned bodies which have the power, and cannot evade the responsibility, of directing teachers in their work.

With so much ground to go over in a short time I cannot hope to make my remarks appear otherwise than desultory; but you will find a connecting thread in the statement that in our schools, colleges, and universities we have been too long and too much engaged in teaching about English instead of teaching English. What I have to say will be made up very largely of illustrations of this truth, if it be a truth; and, however disconnected with each other my remarks may seem to be, I hope they will all be found connected with and illustrative of this somewhat audacious proposition. Instead of teaching the art of English composition by judiciously guided practice, we have been compelling pupils and students to commit to memory rhetorical rules and principles. Instead of teaching the nature and laws of language by an intelligent examination of language itself, we have been compelling pupils and students to learn by rote the conceptions and formulas, often purely arbitrary, of the grammarians. Instead of wisely guiding them in the task of making themselves acquainted with masterpieces of literature, we have been making them learn what other people, called the critics, have thought about the prescribed authors and texts. And, instead of requiring them to devote their time and labor to the prescribed texts themselves, we have been compelling them to wander away into all sorts of side reading. Every stray allusion on which, as on a peg, a question to divert the student's attention from the main purpose of literary study might be hung, has been carefully utilized for the purpose, until at last the great object for which literature should be studied seems to have been almost entirely lost sight of. The result is a "plentiful lack" at once of correct practice in writing and speaking the English language, of knowledge of its history and growth, and of capacity to appreciate the higher productions of our great literary artists.

It is not necessary that I should dwell at any length on the importance of English as a subject of study. Without going into the vexed question, whether literature or science is most worthy of attention in an educational curriculum, I may safely take the ground that no man whose mother-tongue is English can be called well-educated if he is not a good English scholar, however high his scientific attainments may be. Foreign languages, living and dead, afford an excellent means of training the intellect, cultivating the taste, improving the judgment, and enlarging the mental horizon of the student; but no one of them is in any of these respects so valuable or important as our own mother-tongue, partly because it is our mother-tongue, but partly also because of its intrinsic excellence and the intrinsic excellence of the noble literature of which it is the vehicle. There are no dramas in any language equal to those of Shakespeare, no epic equal to that of Milton, no elegies,

odes, or sonnets to surpass those of Milton, Gray, Shelley, Tennyson, or Wordsworth; no lyrics either more perfect in form or more expressive of appropriate feeling than those of a score of our great song-writers from Shakespeare to the present day; while our English prose is incomparably and admittedly superior to that of any other language, ancient or modern. On the importance of English allow me to cite the opinion of Dr. Elliot, President of Harvard College, and then pass on to other aspects of the subject. In his well-known address, delivered at Johns Hopkins University nearly two years ago, he said:

"It cannot be doubted that English literature is beyond all comparison the amplest, most various, and most splendid literature which the world has ever seen, and it is enough to say of the English language that it is the language of that literature. Greek literature compares with English literature as Homer compares with Shakespeare, that is, as infantile with adult civilization. It may further be said of the English language that it is the native tongue of nations which are pre-eminent in the world by force of character, enterprise, and wealth, and whose political and social institutions have a higher moral interest and greater promise than any which mankind has hitherto invented."

For the purposes of this address I wish to be understood as including under the vague term, "English," the following:—

1. Facility in the right use of the language, in every-day life no less than on special occasions, in speech no less than in writing. Any so-called English education must be a comparative failure which does not secure this, even if the student is able to parse words correctly according to the usual school formula, and spell them correctly according to the complicated and arbitrary rules imposed on us by the printers and lexicographers.

2. The capacity to appreciate literature, rather than an acquaintance, however varied, with literary works, including under the term "literature," masterpieces of prose as well as of verse, and presupposing some knowledge of English prosody. This I take to be Carlyle's meaning when he affirms that the chief use of a university training is to teach a man "to read."

3. A knowledge of the formal sciences of grammar, logic, and rhetoric, which are closely related to each other, having for their subject-matter the laws of thought and of its expression by means of language.

4. A knowledge of English philology, including the origin, history, and relationship not merely of individual words, but of the language as a whole.

I have purposely stated these various aspects of "English," in what I consider the true order of their importance. That is, I attach more importance to facility in the right use of English as a means of expressing our own thoughts than I do to the capacity to understand and appreciate what other people have said or written. I attach more importance to either of these than I do to ascertaining the laws according to which we either think or give utterance to our thoughts. And, lastly, I attach more importance to a knowledge of the laws which govern us in our efforts to embody our thoughts in words than I do to a knowledge of the sources from which we have obtained the words themselves, and of the changes of form which they have in the course of ages undergone. My object in the rest of this address will be to criticise the prevalent methods of dealing with "English" in these four aspects in schools and colleges, and to point out very briefly some of the ways in which they may be improved.

I.—FACILITY IN THE RIGHT USE OF THE LANGUAGE.

I need scarcely say that this is a very rare accomplishment, that correct speaking is still less common than correct writing, and that the number of inexcusable blunders perpetrated by even good writers is astounding. A few years ago I happened to take Froude's "Sketch of Julius Cæsar," then recently published, as a companion on a trip. Reading it somewhat leisurely, I began to notice occasional flaws in the structure of the sentences, and especially the frequent misplacement of the word "only." As I went on I perceived that the incorrect use of "only" was a habit so constant as to amount to a mannerism, and a somewhat critical examination convinced me that in the majority of the cases in which the "only" can be misplaced without a positive and conscious effort on his part, Mr. Froude puts it where it should not be. This is not his only defect, for he occasionally falls into a "squinting" construction, and very often into an inelegant and unsymmetrical collocation of the parts of a sentence. And yet Mr. Froude is by unanimous consent, and rightly, in my opinion, accorded a high position amongst our great prose writers. Not to speak of Carlyle, whose bizarre constructions are unquestionably more or less of an affecta-

tion, one can find frequent instances of a slipshod English in the prose writings of such eminent masters as Matthew Arnold, Ruskin, and the two Newmans. They are surprisingly scarce in the essays and even the speeches of Mr. Gladstone. They are scarcer still in the writings of Macaulay; and, so far as I have been able to ascertain, there is no English writer so free at once from errors in the use of words and defects in the arrangement in the parts of sentences as Mr. Goldwin Smith. I have the more pleasure in paying him this tribute, because from a great many of the opinions couched in his marvellously beautiful diction I find myself constrained emphatically to dissent.

(To be continued.)

ENTRANCE LITERATURE.

PREPARED SPECIALLY FOR THE SCHOOL JOURNAL.

YE MARINERS OF ENGLAND.

At an early age Campbell gave evidence of considerable powers of mind and is described as being a fair and beautiful boy, with pleasant and winning manners, and a mild, cheerful disposition. He was the son of poor parents, to whom, however, he is indebted for a fair education. At twenty-one years of age he published his *Pleasures of Hope*, which was written in a dusky lodging in Edinburgh, where he had supported himself partly by tuition and partly by trifling work for the booksellers. Some of Campbell's finest productions are to be found among his smaller poems, many of which, and especially his *Hohenlinlen* and *Lord Ullin's Daughter*, are extraordinary specimens of his wonderful power to paint scenes in words. Although the Government is said to have suspected him of disloyalty on account of some sentiments expressed in *The Erites of Erin*, such noble naval lays as *The Battle of the Baltic*, and *Ye Mariners of England*, obtained for him a pension. It is said that to him belongs the merit of originating the London University. He was chosen lord rector of the University of Glasgow in 1826. He died in 1844 and was buried in the Poet's Corner of Westminster Abbey.

Ye Mariners of England was written in very troublesome times. The vigorous war policy of Pitt had given rise to a bold and dauntless spirit throughout the nation, that fired her hearts than Campbell's. The English had won many signal victories over the French both in India and in Egypt. The noble Nelson fought the Battle of the Nile in 1798. The French suffered a crushing defeat in 1801 before Alexandria, which compelled them to evacuate Egypt and secured to England her possessions in India. England was now supreme in the Mediterranean, but she was not out of danger. A powerful league of the northern powers, with Russia at its head, was formed, to compel England to abandon her claim to the right to seize neutral vessels carrying contraband of war. A war with Russia was feared.

NOTE.—A short time on Friday afternoons might be given to the reading of a few of the thrilling accounts of the naval engagements of the English fleet. It would serve to entertain and instruct the pupils and bring them into sympathy with the sentiments of the poem. Useful lessons, tending to foster frank, manly, noble conduct on the part of the pupils, could be most effectively taught from such mottoes as Nelson's famous signal, "England expects every man to do his duty."

Ye Mariners.—*Ye* is very generally used in questions, entreaties, and rhetorical appeals. Sometimes also *ye* is put for *you* when an unaccented syllable is wanted. *Mür'-i-ner*, sailor, seaman, and seafarer, are synonyms. Why is *warrior* not used here?

Native seas.—Doubtless the seas that wash the shores of England, at having also a general reference to the fact that England is *mistress of the seas*, and her sons at home on them.

Flag has braved.—Flag, the emblem of nationality. Braved, set at defiance and survived the threatened destruction.

A thousand years.—An indefinite number. Years is objective of time.

Battle—Breeze.—Objectives after braved.

Standard launch again.—Standard, an ensign of war; obj. after launch. Launch, to send forth into the wide world—to cut off from dependence. Hence, left to itself to conquer or to perish.

Match another foe.—The French had often been *matched*, or engaged, now the Russian Bear was beginning to show his teeth.

And.—Connects launch and sweep. Why is sweep a good word, here?

Do blow.—Emphatic, and suits the metre.

Loud.—Adverbial in force—with great noise. Notice the repetition in the chorus. Why a chorus at all?

The deck it was.—Deck—it, two subjects for one verb, which is faulty in grammar, but needed for the metre.

Field of fame.—An allusion to the hand-to-hand encounters of those days.

Ocean. The whole ocean was their grave, and hence their spirits start from any and every wave of it.

Blake.—A brave and gallant admiral in the time of the Commonwealth.

Nelson. Lord Nelson, the most famous of England's naval officers in his last war with France. He lost his life in the Battle of Trafalgar, 1805. If the threatened troubles of 1801 gave rise to this poem then the use of Nelson's name here is an anachronism. It is, however, palpable that the poem was revised at some time subsequent to Nelson's death.

Britannia needs no bulwark.—*Bri-tan'ni-a*, poetical name for Great Britain. *Bul'-wark*, how does this differ in meaning from, *towers along the steep*?

Home is on the deep.—Compare, *native seas*.

Quells the floods below.—Subdues any foreign foe that threatens her shores from the seas. Below, as compared with the *tower along the steep*. Is it a good rhyme with *blow*?

Meteor flag—burn.—Not very clear. No doubt a reference is made to the rapidity with which the British fleet appears where most needed but least expected, causing terror in the ranks of a less vigilant foe. Perhaps it is also intended to picture the flag in an engagement surrounded, by the flash and smoke and cannon, and hence, appearing from the enemies camp, to be at the source of the fire.

Yet=still.

Danger's troubled night depart.—Meteoric appearances often darken the sky and cause an uneasy feeling in the observer, as of some hidden danger.

Star of peace.—The appearance of the stars indicates a peaceful or undisturbed atmosphere, hence star is here as an emblem of peace.

Song and feast.—*To the Navy*, has long been a favorite *tout* in England.

Fiery fight.—Appears to be a continuation of the thought in *ter-rific burn*.

Point out the beauties and indicate the faults of the poem. Which stanza do you consider the best? Which passages may be considered strong? Are any weak?

Examination Papers.

EDUCATION DEPARTMENT, ONTARIO.—JULY EXAMINATIONS, 1885.

GRADE C.

ARITHMETIC.

Examiner—J. A. McLellan, LL. D.

NOTE.—80% of this paper will be considered a full paper.

1. "Every operation of Division may be viewed as giving the answer to two different questions." Explain and illustrate this statement.

2. Show that if the greater of two integers be divided by the other, the greatest common measure of the two numbers is the same as the G. C. M. of remainder and divisor.

3. Divide the fraction $\frac{1}{2}$ into two such parts that 4 times one of them added to $5\frac{1}{2}$ times the other may make $1\frac{1}{2}$.

4. When a vulgar fraction is to be reduced to a decimal, show how to determine (a) whether the result will be a finite decimal or a pure circulating decimal, or a mixed circulating decimal; (b) the number of non-repeating digits in each case.

5. A man barter 120 yards of silk which cost \$1.50 a yard, and sells at \$2.50, giving nine months' credit, for cloth which sells at \$2 on six months' credit? How much cloth ought he to receive?

6. A, B, C, and D together do a work for which A by himself would require two hours less than B. A and B together could do it in $\frac{5}{7}$ of the time C and D together would take, A and C in $\frac{5}{7}$ of the time B and D would take, and B and C $\frac{3}{4}$ of the time A and D would take. Find the time each person singly would require to do the work.

7. Two trains whose lengths are 420 feet and 460 feet respectively, pass each other in 30 seconds when moving in the same direction, and in $7\frac{1}{2}$ seconds when moving in opposite directions. Find the rate of each train in miles per hour.

8. The circumference of one circle is $27\frac{1}{2}$ feet longer than that of another, and 11 times the diameter of the first is equal to 5 times the circumference of the second. Find the diameter of each, π being assumed = $3\frac{1}{2}$.

9. Find the square root of .00013 to within less than a millionth, and the value of $\sqrt{(2 + \sqrt{2 + \sqrt{2}})}$ to within less than a ten-thousandth.

10. The length of an iron cylindrical vessel with closed ends is four feet, and its outside circumference is 40 inches, and the thickness of the metal one inch. Find the entire weight when the cylinder is filled with water, iron being $7\frac{1}{2}$ times heavier than water, and water weighing $62\frac{1}{2}$ lbs. per cubic foot.

11. I hold some 3 per cent. stock; on receiving my first half year's dividend I invest it in the same stock at $93\frac{3}{4}$, and my next half year's dividend is \$1,905. What amount of stock had I at first?

12. (a) The area of each of the longer walls of a room is 360 feet, that of each of the other walls is 192 feet, and that of the floor is 480 feet. How many yards (linear) of paper, 18 inches wide, will be needed for the walls, deducting one twenty fifth of the whole area for doors, etc.?

(b) Find the depth of a ditch, the transverse section of which is a trapezoid, of which the longer side is 20 feet, the slopes of the sides 2 in 1 and 3 in 1 respectively, and the area 146.25 square feet.

ENGLISH LITERATURE.

Examiner—John Seath, B.A.

NOTE.—The answer to each question should be as concise as possible, except that to No. 6, to which the Examiner attaches special importance.

I.—THE HISTORY OF ENGLISH LITERATURE.

1. Show clearly why each of the following is an important name in the history of the development of English Literature: Chaucer, Shakespeare, Pope, Cowper, Wordsworth.

2. Compare the influences that affected English Literature during the Elizabethan period with those that affected it during the earlier years of the present century.

II.—CORIOLANUS.

3. According to Coleridge, "Coriolanus illustrates the wonderfully philosophic impartiality of Shakespeare's politics": according to Hazlitt, "The arguments for and against aristocracy and democracy, the privileges of the few and the claims of the many * * * are here ably handled with the spirit of a poet and the acuteness of a philosopher. Shakespeare himself seems to have had a leaning to the arbitrary side of the question; perhaps from some feeling of contempt for his origin; and to have spared no occasion of hating the rabble."

Support the view you think correct. Characterize Scott's treatment of the same subject in "The Lady of the Lake."

4. Illustrate from this play, as fully as you can, Shakespeare's use of Contrast.

5. Give a list of those incidents that seem to you to throw most light upon the character of Coriolanus. Explain the significance of each.

6. Describe with as much taste and feeling as you can, the interview in Act V., between Coriolanus and his mother, wife and son.

7. Aufidius.

O Marcius, Marcius!

Each word thou hast spoke hath wooed from my heart

A root of ancient envy. If Jupiter

Should from yon cloud speak divine things,

And say, "'Tis true," I'd not believe them more

Than thee—all noble Marcus—Let me twine

Mine arms about that body, where against

My grained ash an hundred times hath broke,

And scarr'd the moon with splinters: here I clip

The anvil of my sword: and do contest

As hotly and as nobly with thy love,

As ever in ambitious strength I did

Contend against thy valour. Know thou first,

I lov'd the maid I married: never man

Sigh'd truer breath; but that I see thee here,

Thou noble thing! more dances my rapt heart,

Than when I first my wedded mistress saw

Bestride my threshold. Why, thou Mars! I tell thee,

We have a power on foot; and I had purpose

Once more to hew thy target from thy brawn,

Or lose mine arm for't: thou hast beat me out

Twelve several times, and I have nightly since

Dreamt of encounters 'twixt thyself and me,

We have been down together in my sleep,

Unbuckling helms, lusting each other's throat,

And wak'd half dead with nothing. Worthy Marcius,

Had we no quarrel else to Rome, but that

Thou art thence banish'd, we would muster all

From twelve to seventy, and pouring war

Into the bowels of ungrateful Rome,

Like a bold flood o'er-bearing.

(a) What feelings actuate Aufidius? Reconcile his conduct with his previous and his subsequent attitude towards Coriolanus.

(b) Write brief explanatory notes on any words with obsolete forms or meanings.

(c) What qualities of style are here illustrated? Exemplify.

(d) Point out, and show the value of, the chief figures of speech.

(e) Write elocutionary notes, bringing out the spirit of the passage.

8. Quote from the play five short passages worthy of being memorized, giving in case the reasons for your choice.

FIRST CLASS TEACHERS—GRADE C.

ENGLISH GRAMMAR.

Examiner—Jas. F. White.

Volumnia.

I prithee now, my son,

Go to them, with this bonnet in thy hand;

And thus far having stretched it—here be with them—

Thy knee bussing the stones—for in such a business

Action is eloquence, and the eyes of the ignorant

More learned than the ears—waving thy head,

Which often, thus, correcting thy stout heart,

Now humble as the ripest mulberry

That will not hold the handling,—say to them,

Thou art their soldier, and being bred in broils

Hast not the soft way which, thou dost confess,

Were fit for thee to use as they to claim,

In asking their good loves; but thou wilt fame

Thyself, forsooth, hereafter theirs, so far

As thou hast power and person.

Menenius.

This but done,

Even as she speaks, why their hearts were yours;

For they have pardons, being asked, as free

As words to little purpose.

(a) Analyze: "I prithee,"—"good loves." ll. 1-13.

(b) Parse the words in italics.

(c) Point out the figures of speech in the extract, showing the force of each.

(d) Give the meaning of "here be with them" l. 3; "waving

thy head, which often, thus," ll. 6, 7; "For—purpose," ll. 17 18.

(e) Point out and explain any peculiarities in the language or the construction.

2. Show what are the limitations as to the agreement of a verb and its subject in regard to number. Give examples to illustrate your answer.

Discuss the following:—"Cards were invented to please a French king." "The three angles of a triangle are together equal to two right angles." "There goes a pair that only spoil each other."

3. Give the derivation of each of the following, with comment upon any fact in English history that it may serve to illustrate:—Avon, Chester, Whitby, cloister, pease, cherry, ox, beef, nuisance, chamber, potion, poison.

4. Give, concisely, your views upon each of these statements:

(a) "English Grammar is the art of speaking and writing the English language correctly."

(b) "There is not an English noun or adjective that has gender."

(c) "A pronoun is a word used instead of a noun to prevent its too frequent repetition."

(d) "It seems plain that in English there is no passive voice of any verb."

5. What is the force of each of the italicised words, "to run wild"; "the day wears"; "the shoe gres"; "this doctrine obtained"? Mention any notable uses of to task, to ring, to sit, to stand, to go.

6. What part is taken by the verb "have" in conjugating English verbs? Explain the process by which it came to be so used, and discuss the following:—"I have a letter"; "I have written a letter"; "I have come to post it"; "The post is gone"; "I had rather go than stay."

7. Define prosody, rhythm. Explain the use of accent in English verse. Describe the measure commonly known as blank verse. Give examples.

8. Correct the following, giving reasons:—

(a) "A keen eye and graphic pen see and set down for us the characteristic details both of scenery and manners."

(b) "Luckily the monks had recently given away a couple of dogs, which were returned to them, or the breed would have been lost."

(c) "I could heartily wish that there was the same application and endeavors to cultivate and improve our church music as have been lately bestowed upon that of the stage."

(d) "One magistrate reports several robberies of arms; and another adds that the object of the insurgents has not been confined to lowering of rents and tithes, but extended to the refusal of parish dues."

(e) "Had Darnley proved the useful Catholic which the Queen intended him to be, they would have sent him to his account with as small compunction as Jael the Canaanite captain, or they would have blessed the arm that did it with as much eloquence as Deborah."

Educational Notes and News.

Miss M. Garrett has obtained a certificate from the Education Department. This makes forty-four successful from St. Thomas Collegiate Institute. Fourteen seconds and thirty thirds.

Mr. W. Chambers has received the appointment of head-master of Springfield school, on condition that he give up the proprietorship of the "rolling institute."—*St. Thomas Journal*.

Mr. L. Fleckenstein, head-master of Port Stanley Public School, formerly a well-known East Middlesex teacher, has been re-engaged at an increase of salary.

Mr. A. Ferguson, lately appointed assistant teacher in Aylmer High School, has resigned to attend the "Training Institute."

The Petrolea High School is to be supplied with a set of instruments for making meteorological observations.

Brantford Collegiate Board has raised the salary of Dr. Birchard, mathematical master, to \$1,200.

The trustees of S. S. No. 4, Malden, have increased the salary of their present teacher, J. T. Yorrell, in order to induce him to remain next year.

The School of Agriculture, in connection with the Normal School, Truro, N. S., was to be opened on the 4th inst.

The committee on appointments, consisting of the whole board, have appointed Miss Aldridge to the position of teacher in the West Ward school, Peterboro'. Miss Aldridge has made arrangements with the trustees of the section in which she has been teaching, which will enable her to assume her new duties as soon as the seating has been completed.—*Peterboro' Examiner*

Mr. H. D. Dunn, late classical master in the Lindsay High School, has been elected on the Executive Committee of the Osgoode Literary Society. He stood high in the list, and must already have won many friends.—*Victoria Warbler*.

The many friends of Mr. J. Davidson, Principal of the High School, will learn with pleasure that he is rapidly recovering from his recent illness and will soon be in a position to resume his scholastic duties. In the meantime the Rev. J. Carmichael, pastor of the Presbyterian Church here, is filling the position.—*Peterboro' Examiner*.

At the recent examination of teachers at Strathroy, Mr. Charlie Anderson, son of C. G. Anderson, of Caradoc, was awarded a second class grade "A" certificate. He had attended the Collegiate at Strathroy one year only, and consequently is considered to have done exceedingly well for a boy of sixteen.—*London Free Press*.

The following officers of the High School Literary Society were elected at their last meeting: D. H. Hunter, B.A., hon. president; Mr. Chas. F. Lyster, president; Miss Cummings, vice-president; Miss Allie Stuart, secretary; Miss M. Moncur, assistant secretary; Mr. J. F. McKay, treasurer; Misses Ross, Campbell, Messrs. Field and Howells, councillors. Twelve new members were entered on the register of the society. Short speeches by some of the newly elected officers and instrumental selections by Miss Pyper and Mr. Pepper concluded the programme. Judging from the good staff of officers, and the large increase in membership, the Literary Society has a prosperous course before it.—*Woodstock Sentinel-Review*.

In consequence of difficulties in the Perth High School the board is advertising for an entire new staff of teachers. A report having got into the papers that the services of Mr. Burt, of the High School in this town, are desired for the head-mastership, we are authorized to state that Mr. Burt has no intention of leaving Brockville, and would not accept the Perth position if offered him.—*Brockville Recorder*.

Mr. R. Henderson, who has for some years filled the position of Principal of Blyth Public School, and who has recently left to enter upon a course of studies at the Knox College, Toronto, for the purpose of entering the ministry, received from his pupils and fellow-laborers very hearty and valuable tokens of esteem, in the shape of a kindly-worded address and a very handsome and valuable silver cup and album.—*Presbyterian Review*.

The teachers of East Victoria have invited their confreres of the town and county of Peterboro' to their convention, which is to be held in Lindsay, 6th and 7th insts.

The executive committee of the Lennox and Addington Teachers' Association have decided not to have any convention this fall.

Reports of several conventions are held over through pressure on our space.

The paper on "History," read by Mr. McDowell at the Durham Teachers' Convention, held at Port Hope, is said to be the best ever given before that august assembly.—*Canadian Statesman*.

Mr. D. L. Campbell is engaged for 1886 as teacher of the Cole-ridge school.—*Shelburne Free Press*.

The trustees of Duart school section have engaged as senior teacher, Mr. D. Walker; as junior, Miss Jennie Cunningham, for 1886, both residents of the section, and former pupils of the school. Quite a number of teachers in the same school in the past were residents, and every one a success.—*St. Thomas Journal*.

Mr. D. A. Grout, of Sparta, has been re-engaged to teach the senior department for 1886, at \$500 per annum.

Mr. John Alexander, principal of Port Rowan schools, is seriously ill.

In addition to the scholarship in natural science which Senator Gowen has established in Queen's College, Kingston, he has sent the sum of \$400 to be invested for the purpose of paying the fees for all time of a student who intends to study law in the university.—*Brockville Recorder*.

The teachers of West Huron are "level-headed." At their Association meeting, held in Goderich, they passed, among other

resolutions, the following:—"That the Association agree to pay out of the funds in the treasurer's hands, one-third of the club-rates of any two of the following periodicals, for any member of the Association desiring to subscribe for them, on consideration that the subscription must begin with either January or July, and that the balance of the cost of subscription and the membership fee, if not already paid, must be sent to the sec.-treas. before the 1st of Feb. or 1st of Aug.: "SCHOOL JOURNAL"; "Educational Weekly"; "The Supplement"; "Educational Monthly"; "The Teachers' Institute"; "New York School Journal"; "Treasure Trove"—that a copy of this resolution be sent to each teacher in the district." The importance of educational literature as the right material to build up the teacher in his profession, is thus clearly indicated. The teacher who does not read becomes a fossil in a short time.

Principal Wolverton, of Woodstock College, has been ill with quinsy. He had a severe attack, but is, we are happy to be able to state, recovering.—*Sentinel-Review*.

Regarding the principal (Mr. Rothwell), it is suring what an absence of any real, material grievance there is to n away or justify the action of certain trustees who would e to get rid of him. No better manager of a school, or a greater worker has ever taught here. By his energy, zeal, and efficiency he has gained at all times the esteem and confidence of his pupils, some of whom have been among the most creditable matriculants at our best universities, and it is not his fault if quarrelsome or inefficient assistants have caused troubles in the teaching-staff. We don't hesitate to say that only a small proportion of the ratepayers sympathize with the enmity against him, and not over two or three members of the board have even the shadow of material complaint against him.—*Perth Courier*.

The trustees have shown their appreciation of the services of Mr. Hugill, principal of Rodney school, by engaging him for 1886 at an advance of salary.—*Dutton Enterprise*.

Objectors say there is too much cramming in our system, and that the education process is so severe that it is likely to result in premature insanity. The average school attendance is only 46 per cent., and 236,000 children attend school less than 100 days in the year. Do you think there is much danger of their going insane from the educational process? Take the case of your own town. There are 818 children on the school register, but of these 391 attended less than 100 days last year. And here is the greatest source of waste in the school system, irregularity of attendance. In nine cases out of ten the child who does not get along is the child who is irregular in his attendance. There is very little danger of insanity, nor do I think that the system is a system of cramming. There may be teachers whose methods are wrong, but I believe that the teachers of Ontario are as logical, as well trained, and as capable as those of any other country under the sun.—*Address by Hon. G. W. Ross, at Wentworth Teachers' Convention, Dundas*.

The sixteenth semi-annual session of the Oxford Teachers' Institute was held in the town of Ingersoll, on Thursday and Friday, the 8th and 9th insts., and was an unusually large and representative gathering of teachers and friends of education. The following resolution was passed at the meeting:

"Moved by Mr. Griffin, seconded by Mr. Merchant and resolved, that we, the members of the Oxford Teachers' Institute, cannot allow this session to close without placing on record our high appreciation of the services rendered to the cause of education in this county by Mr. Jas. S. Deacon, our deep feelings of gratitude for the interest taken by him in our association, and the great esteem in which he is held by every teacher in the county as a kind personal friend and co-worker. At the same time we congratulate the people of Halton in making choice of a man so eminently qualified for the very responsible position of Inspector of Public Schools, and while we regret his removal from our midst we wish him great success in his new sphere of labor."

On motion it was decided to send a copy of this resolution to the Warden of the County of Halton.

The Peterboro' *Examiner* does not relish the idea of the billeting of teachers who attend conventions. It styles it a "dead-head principle," which means "presenting the members of a profession to the public in the form of paupers." It associates with the plan the idea of having the "hat passed round," "free lunches," "boarding around," all of which is *infra dig.* to a class who are "well paid" and who, according to popular opinion, have a "soft time," and not overworked, and have "two or three months' holi-

days during the year." We know of many places where the teachers attending conventions are hospitably treated by the citizens of the town or village in which the meetings are held, and have yet to learn that the plan is objectionable to either host or guest, or that the latter is considered as "the recipient of charity."

A new monthly magazine, devoted to music in the schools, and methods of teaching, is published by F. H. Gilson, 226 Franklin street, Boston, Mass. It is named "The School Music Journal." It fills a want among our educational periodicals, and, judging by the articles it contains and the names of its contributors, we must say that it fills it ably. The price is 50 cents a year.

For Friday Afternoons.

CANADA.

On our border looking westward,
Rolls the great Pacific Deep,
Countless sails while going seaward
O'er its azure bosom creep.
While the Rocky Mountains, westward,
Glorious floods of noon-tide steep,
On our sea-coast, looking eastward,
Sunset shadows gently creep.

On our eastside, the Atlantic,
Deeply rolling, noble, free,
Bursts in surges wildly dashing
In its maddening ecstasy.
Ports are gay with many a pennon,
Hamlets white with sails of ships,
While afar the groaning steamer
In the ocean gently dips.

On our southern border, westward,
Rule a mighty people keep,
Thence the waters of the great lakes
Down the broad St. Lawrence sweep.
All our border, looking northward,
Stretches where the North Seas roll,
Where the ice in blocks of crystal
Floats about the distant pole.

Land of city, mine, and homestead,
Laud of river, mountain, dale,
Long reign peace within our border,
But if war should e'er prevail,
And the foot of hostile stranger,
Stand within our long-drawn shore,
What a troop of hardy soldiers
To defend us then would pour:

Stalwart citizen and yeoman,
Dusky worker of the mine,
From the plains the swarthy Indian
And the seaman from the brine—
All would raise our glorious banner,
All would fight to keep us free,
Till the mingled songs of triumph
Clear would ring from sea to sea.

ELIZABETH ZANE.

This dauntless pioneer maiden's name
Is inscribed in gold on the scroll of Fame;
She was the lassie who knew no fear
When the tomahawk gleamed on the far frontier.
If deeds of daring should win renown,
Let us honor this damsel of Wheeling town,
Who braved the savage with deep disdain,
Bright-eyed, buxom, Elizabeth Zane.

'Twas more than a hundred years ago,
They were close beset by the dusky foe;
They had spent of powder their scanty store,
And who the gauntlet should run for more?

She sprang to the portal and shouted, "I 'Tis better a girl than a man should die! My loss would be but the garrison's gain. Unbar the gate!" said Elizabeth Zane.

The powder was sixty yards away,
Around her the foemen in ambush lay;
As she darted from shelter they gazed with awe,
Then wildly shouted, "A squaw! a-squaw!"
She never swerved to the left or right,
Swift as an antelope's was her flight.
"Quick! Open the door!" she cried, amain,
"For a hope forlorn! 'Tis Elizabeth Zane!"

Nor had she time to waver or wait,
Back she must go ere it be too late;
She snatched from the table its cloth in haste
And knotted it deftly about her waist,
Then filled it with powder—never, I ween,
Had powder so lovely a magazine;
Then, scorning the bullets, a deadly rain,
Like a startled fawn, fled Elizabeth Zane.

She gained the fort with her precious freight;
Strong hands fastened the oaken gate;
Brave men's eyes were sufficed with tears
That had there been strangers for many years.
From flint-lock rifles again were sped
'Gainst the skulking redskins a storm of lead,
And the war-whoop sounded that day in vain,
Thanks to the deed of Elizabeth Zane.

Talk not to me of Paul Revere,
A man, on horse-back, with naught to fear;
Nor of old John Burns, with his bell-crowned hat—
He'd an army to back him, so what of that?
Here's to the herome, plump and brown,
Who ran the gauntlet in Wheeling town!
Her's is a record without a stain,
Beautiful, buxom, Elizabeth Zane.

—John S. Adams, in *Letter-box, St. Nicholas for July.*

Literary Chit-Chat.

The November *Century*, the initial number of a new volume, is particularly strong in fiction, containing three short stories and parts of two serials. It contains another instalment of Grant's historical papers, accompanied with full-page portrait of the author, and many other articles of interest, in prose and verse.

St. Nicholas for November is the first number of a new volume and contains, in addition to numerous other attractions in print and picture, the opening chapters of a new story by Frances Hodgson Burnett, the now famous at hores of "That Lass o' Lowries"; also the first instalment of a series of "New Bits of Talk for Young Folks," written especially for *St. Nicholas* by Helen Jackson. (H. H.)

Dr. Edward Everett Hale, of Boston, is an omniverous worker. In addition to all his multifarious duties as preacher, pastor, lecturer, writer, student and practical philanthropist, he has accepted office as one of the Chautauqua Commissioners, and is about to edit a new monthly magazine, entitled, "Lend a Hand."

Funk & Wagnall's (New York), announce amongst their numerous fall publications, the third volume of Spence and Exell's *Thirty Thousand Thoughts*—to be completed in seven volumes.

Canon Farrar recently addressed 300 students of the Union Theological Seminary, New York, upon "Manhood."

The *Christian Union* announces in its Literary Notes that "Justin McCarthy has written a novel, 'Camiola.'" Who made the discovery?

John B. Alden has published the *Essays of Charles Lamb*, "Essays of Elia," in a neat volume, uniform with his recent publications.

Dr. Holmes' "New Portfolio," now running as a serial in the *Atlantic Monthly*, will shortly be issued by Houghton, Mifflin and Co., under the title, "A Moral Antipathy."

The first number of Vol. XIII. of *Queen's College Journal* comes to us in an enlarged and attractive shape. The *Journal* is a credit to the taste and enterprise of the students of Queen's.

The poet, Browning, has contributed a short and characteristic poem to the new English campaign book, "Why am I a Liberal?"

In an eminently readable article on the "Novel of Manners," in the *Nineteenth Century* for October [Philadelphia Reprint], H. D. Traill emphasizes the distinction between the two great schools of novelists, the students of nature and the students of manners. He recalls many long-forgotten stories, and pays a high tribute to the minute delicacy with which Howells and James describe the subtlest shades of the feelings of their characters.—*The Week.*

The following are the titles of the most important poems in the forthcoming new volume of Tennyson:—"Tiresias," with a dedicatory epistle to the late Mr. Edward Fitzgerald; "The Ancient Mystic"; "The Wreck"; "To-morrow," a poem in Irish brogue; "The Spinster's Sweet-arts," in Lincolnshire dialect; and "Balm and Balm," a new "Idyl of the King."

We hear that a box of MSS. of some historical value has been discovered in the stables of Belvoir Castle, the seat of the Duke of Rutland. The box containing these treasures seems to have been placed in the stables about sixty years ago, and to have been entirely overlooked. Among the letters are some from Warwick the King-maker, and it is reported that the collection contains a letter from Henry II. The papers have, unfortunately, suffered from damp and neglect, and are in bad condition. An expert is engaged in deciphering them, and we shall probably in due course hear something more of this interesting find.—*Athenaeum.*

Teachers' Association.

LAMBTON.—The regular yearly meeting of this association was held in the Presbyterian school-room, Sarnia, on Thursday and Friday, 15th and 16th October. There was a large attendance from all parts of the county, and the convention was in every respect a decided success, the subjects on the programme being ably dealt with, and the discussions which followed of a lively and interesting character. The meeting was called to order at 10 a.m., Mr. John Brehner, P.S.I., president, in the chair. Mr. C. A. Barnes opened the meeting by reading a portion of Scripture and by prayer. The following committees were then appointed:—On "Class Limits," Messrs. McDonald, Graham, Telfer, McAlpine, Howell, Robinson, Beaton, and Wynne; to draft resolutions of sympathy with relatives and friends of deceased teachers, Messrs. White, Wark, and Sinclair, to report on holding union meetings and to nominate officers, Messrs. White, Boal, Graham, Wark, Beaton, and Howell; to audit treasurer's accounts for East Lambton, Messrs. Robillard and Roger; for West Lambton, Messrs. Woodworth and Robinson. The chairman called on T. H. McGill, B.A., for a lesson on "Writing." Mr. McGill described in concise yet descriptive manner the details of teaching this important subject. After describing the drill requisite to a writing exercise, he proceeded to deal with the details of teaching the elements of writing himself. First he would have a blackboard printed with six horizontal lines about two and a half inches apart and about six feet in length. This is called the "staff." He would then have lines painted to mark the angle or slant of the writing and placed at the left end, the upper line marking 52 degrees and the lower 30 degrees. All down strokes must be parallel and at an angle of 52 degrees, and all up strokes or connecting lines are usually 30 degrees, but this angle is not absolutely invariable. Mr. McGill's remarks were much appreciated by the association.

At the afternoon session Mr. J. J. Tilley, Model School Inspector and Director of Teachers' Institutes, was called on to discuss "Composition." James Brehner read a carefully prepared essay on "What books to read and how to read them." The Rev. John Thompson gave a short address on the same subject. The committee on union meetings and election of officers, being called upon, brought in the following report: That the committee were unanimously in favor of at least one union meeting each year, and beg leave to nominate as officers of the Association: C. A. Barnes, P.S.I., president; John Brehner, P.S.I., vice-president; J. R. Brown, secretary treasurer and librarian for East Lambton; John Johnston, reporter for the press and librarian for West Lambton. The President, Vice President, Messrs. T. White, A. McDonald, D. Sinclair, R. Boal, T. Henderson, J. Beveridge, Wm. Sinclair, W. Robertson, R. McWhorter, W. S. Howell, Management Committee. Report adopted. The Rev. Mr. Tibb, being present, was called upon for an address, which he delivered. Moved by Mr. Wm. Sinclair, seconded by Mr. T. White, that one-third of the cost of any of the school magazines published in Ontario be supplied from the funds of the Association to

teachers who desire to subscribe, provided that the funds admit of it. Carried.

In the evening Mr. J. J. Tilley addressed a very large assembly on "The Advantages of a National Education."

Second Day.—The auditors for East and West Lambton, being called upon, reported that they had examined the respective accounts and found them correct. Balance on hand for East Lambton, \$30.20; for West Lambton, \$135. Report adopted. Mr. Thomas White, delegate to the Ontario Teachers' Association, read a report regarding the meeting of that convention. After a few remarks by Mr. J. R. Brown, who was also a delegate to that Association, the report was adopted. Miss Pottinger then took up "Grammar." A class being present, a practical illustration of her method of dealing with this subject was given so far as circumstances would permit. Mr. J. J. Tilley then took up the subject of "Factions," having a class of six pupils present who had not previously been taught this part of arithmetic. The last subject on the programme, "The Teacher in Relation to his Work," was taken up by Mr. J. J. Tilley. Moved by Mr. Brown, seconded by Mr. Graham, that the thanks of this Association be tendered Mr. Tilley for the very able lecture he had delivered and the interesting lessons he had taught at the meetings of this convention: carried. The holding of local associations was, by motion of Mr. McDonald, left in the hands of the Management Committee.—Condensed from *Sarnia Observer*.

NORTH HASTINGS.—A very successful meeting of the North Hastings Teachers' Association was held in the Madoc Model School, on October 15th. The programme was varied, practical, and interesting. About one hundred were present during the different sessions. The chair was occupied by Mr. W. McIntosh, I. P. S., who called the meeting to order promptly at 10 o'clock. After a few matters of routine were disposed of, Mr. McIntosh explained to the Association a scheme for adding to the interest of the promotion examinations. He suggested that a diploma should be awarded to the candidate in each municipality who takes the highest number of marks at the entrance examination, and also to the two in each municipality who take the highest marks at the examination for promotion to the fourth class. After a short discussion the matter was referred to a committee composed of Messrs. Morton and McIntosh and Misses McDermid and Connors. The President explained to the Association parts of the regulations referring to religious instruction and registers and the morning session closed with a chorus from the Model School choir.

In the afternoon, Mr. Dale, of Marmora, sketched his method of teaching Penmanship. A lively discussion followed on pen-holding, analysis, counting, &c. Mr. Adshad described his method of dealing with "Language Lessons." His ideas on the subject manifest a degree of practical originality not often met with. Miss Wootton, of the Model School, illustrated her method of teaching "Number" to young children. The lesson was a grand justification of object teaching in Arithmetic, and showed how all the operations included in the simple rules can be carried on successfully from the first. Miss Thompson followed with an object lesson on "Cotton." The election of officers resulted as follows:—President, Wm. McIntosh, I. P. S.; Vice-President, Miss Henry; Secretary, D. Marshall; Treasurer, J. B. Morton; Librarian, Miss McDermid. Executive Committee, Messrs. Minchin, Dale, Harrison, Wiley, Ogden, Adshad and Misses Britton and Thompson. After a brief discussion on Miss Wootton's Lesson on Number, the Association was entertained by a series of practical addresses from the Reverends Burton, B.D., of Toronto, and Wishart, of Madoc, and Messrs. Wood, M.P.P., and E. D. O'Flynn, of Madoc, and Macaulay, of Queen's College. This was a very pleasing feature of the Association. Music was given at intervals by the Model School choir.

Second Day.—Mr. McIntosh called the Vice-President to the chair and entered into a discussion at length on the new programme of studies, referring specially to the subjects of Phonics, which hitherto has been almost entirely neglected. Mr. McIntosh outlined a plan of grading the subject so that an adequate portion of the work should fall upon each class. Miss McDermid followed with her method of teaching Composition, dealing with the various phases of the subject: primary language lessons, written compositions, letter writing, paraphrasing, transposition, etc. The subject was discussed, Messrs. Adshad and McIntosh taking a leading part. Some valuable hints were given by Mr. Wood, who showed very pointedly where letter-writers failed in both business and friendly correspondence. The Committee on Diplomas reported favorably to the scheme, and a committee was appointed to carry out the wishes of the Association in this matter. Mr. Kemp dealt with the subject of Drawing, and the programme ended with a most interesting and able discussion by Mr. Ogden, Stirling Public School, on how to awaken thought and cultivate a taste for reading. Mr. Ogden would give special attention to both memorizing of literary gems and to supplementary reading. After a vote of thanks to Mr. McIntosh, the convention was brought to a close by singing the National Anthem.

OXFORD.—The sixteenth semi-annual session of the Oxford Teachers' Institute was held in the town of Ingersoll on Thursday and Friday last. There was an unusually large and representative gathering of teachers and friends of education. The exercises were under the direction of a government "Director of Institutes" Mr. J. J. Tilley, and the county Inspector Wm. Carlyle Esq. Mr. Tilley was well received by the teachers, and delivered some very practical addresses. His lecture on Thursday evening in St. Andrew's Church, "A plea for National Education," was a quiet but forceful exposition of the necessity and benefits of National education. At the close of the session a resolution was unanimously adopted tendering the thanks of the Institute to the Hon. the Minister of Education for appointing as Directors of Teachers' Institutes, such able and eloquent educators as Dr. McLellan, and Mr. Tilley. The following officers were elected:—President,—D. H. Hunter, B.A., Head Master H. S., Woodstock. Vice-President,—Wm. Copeland, Principal P. S., Otterville. Secretary-Treasurer,—T. J. Parr, Department master High School Woodstock. Committee,—Misses Cummings and Stinson, Messrs. Carlyle, Oliver and Taylor. Mr. Carlyle, Inspector of Public Schools, gave a clear explanation of "Picture Numbers" their design, and a method of teaching numbers by them. The Inspector by his eloquent remarks upon different topics, and by his warm interest in the work of the session contributed greatly to its success. D. H. Hunter, B.A., ably discussed the subject of "Arithmetic, does it merit the relative importance given to it in our High and Public Schools." The speaker favored the negative of the question. "Decimals" by Mr. Oliver. "Geography" by Mr. Wilson of Tilsonburg, and "Elocution" by Mr. Parr, Woodstock, were exercises full of practical interest to every member of the profession. In fine this session, with its attendance of about 140 teachers is considered by many to have been the most successful yet held. It was decided to hold Township Institutes in place of the next semi-annual session. Woodstock was selected as the place of meeting for the next annual convention.

Literary Reviews.

ELEMENTARY ANIMAL PHYSIOLOGY, by George Alfred Buckmaster, London: Moffat & Paige. This little work is worthy of commendation, a knowledge of the structure and functions of the human body, and the rules of health therefore, should be taught in all schools, and while the above work is too technical perhaps for a Text Book for pupils it is especially adapted for a Teacher's use as a work of reference.

BIBLIOGRAPHY OF CHURCH HISTORY. A Select Bibliography of Ecclesiastical History, by John Alonzo Fisher, graduate student of Church History and Philosophy at the Johns Hopkins University. 12mo; paper, 50 pages. Price, 25 cents. This little volume gives a very valuable and select list of books covering the following general topics.—General Church History (Eastern and Western); Early Christianity; Mediæval Christianity; Modern Christianity, and special topics, such as Art, Biography, Church and State, Councils, Creeds, Doctrines, Missions, Rationalism, Reference Books, etc. We believe that the arrangement of these titles, as shown by the table of contents, is original and convenient, and, so far as we know, this order of topics is not followed by any other bibliographer or historian. The notes embody judgments of eminent critics and scholars, thus making the bibliography more valuable, perhaps, than it would be if it gave only the compiler's opinion. The price and number of pages, with place and date of publication, are given whenever it is possible to do so, and the best editions are indicated. It is a guide for buyers as well as students. It is prepared for English readers. The foreign works comprise only such as have been translated into English. These, however, include all the great books. It is an invaluable manual for professors and students in theological seminaries and colleges; for editors of religious periodicals; for authors, clergymen and all others interested in the history of Christianity. D. C. Heath & Co., Publishers, 3 Tremont Place, Boston.

October Treasure-Trove displays some original and interesting features. Among those specially interesting in an article by Supt. W. J. Ballard relating to physical exercise for young people, entitled "The H. H. C."; "An Interesting Family," by Mary E. Tousey; "Stories from History," by Irving J. Roemer; "Lives of Great Men," by Hazel Shepard; and "Birds and their Habits," by S. C. Wheat. A strong, short story, "Tom," by J. L. Harbour; "What is a Failure," by Wolstan Dixey; and the page of select recitations and department for "The Little Ones," greatly adds to the value of the magazine, which is at once entertaining and helpful. In the November number of **TREASURE-TROVE** begins a series of historical stories by Prof. John Monteith, formerly State Superintendent of Public Instruction

of Missouri. These are very spicy and entertaining. The magazine is illustrated and has 36 pages. The price is only one dollar a year. Published by E. L. Kellogg & Co., New York.

GRAMMATICAL ANALYSIS BY DIAGRAMS, by Albert N. Raub, Ph.D., Harrisburg, Pa., is a little work that has much to recommend it for general use in our schools. The author, who is evidently a practical educationist, ought to be awarded the credit of having devised the simplest method yet proposed of representing to the eye the analysis of a sentence. Many are the schemes that have been proposed and adopted, but they are all either too complicated or not sufficiently exhaustive. Whilst bewildering to the learner, they involve much unnecessary labor and time both in the writing of them by the pupil and in the scrutinizing of them by the teacher or examiner. That laid down and explained in this little book is such as will excite the interest of the pupil, whilst it facilitates the work of both pupil and teacher. The explanatory words, "Subject," "Attributive Adjunct," etc., need not be written at all, the function of each part of the sentence being understood solely from its position in a diagram, like this: +. The work ought to be made a text-book.

ERRORS IN THE USE OF ENGLISH, based on Hooper's *Errors in the use of English*, compiled and edited by J. Douglas Christie, B.A., Modern Language master in St. Catharines Collegiate Institute. Williamson & Co., Toronto, Publishers. That "practical English" is becoming an important subject in our educational programme is fully attested by the number of volumes recently compiled by ambitious masters throughout our province, who have met a felt want by collating examples of "False Syntax" and other forms of bad English. Excellent collections have already been made by such men as Principals Strang, McBride, and Williams, who are impressed with the fact that a true theory with a great deal of practice in guarding against incorrect forms of speech, is the most effective method of teaching English. Though their works are used in many schools in the province, and though they furnish teachers and pupils with all the examples necessary for systematic drill, yet the action of the Education Department in recommending Hodgson's "Errors in the Use of English" has practically coerced masters into using it. Both the English and the American editions of this work are not only too expensive for many pupils, but are also ill-adapted for class use, inasmuch as the errors are often italicized and the corrections appended. Mr. Christie has done a good work in condensing and re-arranging this volume, in remedying its defects as a class book, in adapting the matter to suit the course in Canadian schools, and especially in giving pupils a text book at a popular price. Conscientious teachers who wish to avail themselves of Hodgson's explanations can easily do so by referring to the number of the page (in the English edition) which Mr. Christie has carefully appended to each sentence. Though this work will be of great service to candidates preparing for approaching departmental and university examinations, yet it would be of very little service in Public Schools and in the junior forms of High Schools, inasmuch as the sentences are too long and too involved for younger and uninitiated pupils, who will find more suitable collections in Gage's or in Strang's *False Syntax*. Mr. Christie has evidently spared no pains in preparing this work, which will no doubt be appreciated by English masters in our schools.

THE ELOCUTIONISTS' ANNUAL, No. 13. National School of Elocution and Oratory, Philadelphia. Price, 30 cents. This number contains some new pieces of a first-class character, and the selections, dialogues, tableaux, &c., are generally of the very best kind, including many choice bits of humor. As a series, the *Elocutionists' Annual* stands out ahead for its purity of tone and elevating character, and has reached a high standard as an adjunct to school books. For Friday afternoon exercises we know of no book better suited, and not alone for that, but also for the family circle and the public platform, we strongly recommend it. When we state that it is compiled by Mrs. J. W. Shoemaker, we mention all that is necessary to ensure its popularity.

A HANDBOOK OF POETICS, for Students of English Verse. By Francis B. Gummere, Ph.D. Ginn & Company, Boston, September, 1885. When an author is well versed in his subject, and writes upon it *con amore*, two requisites are at hand which go a long way towards ensuring the production of a good book, and when to these there are added a wise judgment in selecting the matter to be presented, and skill in presenting it, a good book is certain. These four qualifications have been happily combined in the production of this book before us, and we do not hesitate to pronounce it the best book of its size we have met with on the subject on which it treats. Though the author modestly calls his work a Handbook, he has

managed to compress into a work of 250 duodecimo pages, a greater amount of useful information, on the principles that underlie and govern poetic composition, than is to be found in many a book of far higher pretensions and greater cost. In presenting these principles, "the effort has been made," as he says in the Preface, "to be accurate without being pedantic, and to avoid the barrenness of the primer, as well as the too abundant detail of the treatise." We think all who read it will agree with us that he has hit the happy mean. No space is consumed in discussing the place of poetry as a branch of aesthetics; nor does the author essay to do what has never yet been done satisfactorily—to give a definition of poetry; but after showing that the term is applicable to the productions of the imagination expressed in language, whether that language be material or not, he proceeds at once to discuss the "Subject-Matter" of Poetry in its three main forms of Epic Poetry, Lyric Poetry, and Dramatic Poetry. After showing how Epic was developed, the author goes on to show how it, in time, yielded certain territory to Lyric, and how both finally ceded ground to Drama; and he notices as he goes, how, from these three as centres, there went out a variety of minor divisions. The examples given throughout each part of the book serve the useful purpose of furnishing the student of poetic literature with standards by which he may classify any poem he comes across, and at the same time determine its merits or demerits. Now and then, as was the case with us, he will feel inclined to differ from the author as to his valuation and classification of a poem, yet, after deliberation he will adopt the dictum of Sir Roger de Coverley and confess that there's much to be said on both sides." To follow the author through his treatment of "Style" and "Metre," which constitute Parts II. and III. of his book, would protract this notice to too great length. Suffice it to say, that such is the definite and compact knowledge of the science of poetry conveyed in this little work, that we would strongly recommend every student of English Literature, among our readers, to procure a copy without delay.

ELEMENTS OF GEOMETRY AND TRIGONOMETRY: from the works of A. M. Legendre, adapted to the course of mathematical instruction in the United States, by Charles Davies, LL.D. Edited by J. Howard Van Amringe, A.M., Ph.D. A. S. Barnes & Co. We have examined the whole of this work, and have looked into the demonstrations of a few of the propositions with much care. We find the definitions to be carefully worded, the demonstrations rigorous and exact, and there is that "orderly and logical development of the subject," which is so plainly wanting in *Euclid's Elements*. Founded as this work is on that of Legendre, when the author departs from the unique demonstrations of the celebrated Frenchman, as e.g., in showing that the sum of the three angles of a triangle are equal to two right angles, we would have liked to find such demonstration preserved intact, & y in a foot note or appendix. We think that the well graded exercises under various propositions and at the end of each book not the least valuable part of the work. These are sufficiently numerous to enable the learner to test his proficiency at every step. The mechanical make-up of this book is all that can be desired. It is strongly bound, the paper good, the print clear, and the diagrams extremely well drawn. Though designed for the colleges of the United States, yet the Canadian teacher of Geometry and Trigonometry will find this work very useful. To such we can heartily recommend it.

"Nellie G." confides her school difficulties to the *Boston Globe* as follows:—"I am in the Grammar school. My teacher tells me to study at home. I can't study in school. "Singing, speaking, drawing, scolding, lecturing, whispering (by those about me,) don't leave any time for it. Teacher says I musn't go out evenings. Doctor says I musn't study by lamp-light. Father says, the fact I have a doctor, shows something is wrong. But how can I take exercise and stay out doors, when I must be studying at home?"

In a certain family a pair of twins made their appearance, and were shown to their little sister of four years. It happened that whenever the household cat had kittens the prettiest were saved and the rest drowned. When the twins were shown the child by their happy father, she looked at them earnestly, and at length, putting her little finger-tip on the cheek of one of them, looked up and said, with all the seriousness possible, "Papa, I think we'll save this one."

"I'm fum Mistch Brown, mum, gen'tlemun; what lives 'cross de way. He says, won't yer please shut down dem winders we'en de young lady's a-playn'?" "But I thought Mr. Brown was musical himself?" "Dat's what's de mattah, mum."