

Technical and Bibliographic Notes / Notes techniques et bibliographiques

The Institute has attempted to obtain the best original copy available for filming. Features of this copy which may be bibliographically unique, which may alter any of the images in the reproduction, or which may significantly change the usual method of filming, are checked below.

L'Institut a microfilmé le meilleur exemplaire qu'il lui a été possible de se procurer. Les détails de cet exemplaire qui sont peut-être uniques du point de vue bibliographique, qui peuvent modifier une image reproduite, ou qui peuvent exiger une modification dans la méthode normale de filmage sont indiqués ci-dessous.

Coloured covers/  
Couverture de couleur

Coloured pages/  
Pages de couleur

Covers damaged/  
Couverture endommagée

Pages damaged/  
Pages endommagées

Covers restored and/or laminated/  
Couverture restaurée et/ou pelliculée

Pages restored and/or laminated/  
Pages restaurées et/ou pelliculées

Cover title missing/  
Le titre de couverture manque

Pages discoloured, stained or foxed/  
Pages décolorées, tachetées ou piquées

Coloured maps/  
Cartes géographiques en couleur

Pages detached/  
Pages détachées

Coloured ink (i.e. other than blue or black)/  
Encre de couleur (i.e. autre que bleue ou noire)

Showthrough/  
Transparence

Coloured plates and/or illustrations/  
Planches et/ou illustrations en couleur

Quality of print varies/  
Qualité inégale de l'impression

Bound with other material/  
Relié avec d'autres documents

Continuous pagination/  
Pagination continue

Tight binding may cause shadows or distortion along interior margin/  
La reliure serrée peut causer de l'ombre ou de la distorsion le long de la marge intérieure

Includes index(es)/  
Comprend un (des) index

Title on header taken from: /  
Le titre de l'en-tête provient:

Blank leaves added during restoration may appear within the text. Whenever possible, these have been omitted from filming/  
Il se peut que certaines pages blanches ajoutées lors d'une restauration apparaissent dans le texte, mais, lorsque cela était possible, ces pages n'ont pas été filmées.

Title page of issue/  
Page de titre de la livraison

Caption of issue/  
Titre de départ de la livraison

Masthead/  
Générique (périodiques) de la livraison

Additional comments: /  
Commentaires supplémentaires:

Pagination is as follows: [i]-ii, [513]-528, iii-iv p.

This item is filmed at the reduction ratio checked below /  
Ce document est filmé au taux de réduction indiqué ci-dessous.

10X	12X	14X	16X	18X	20X	22X	24X	26X	28X	30X	32X
										✓	

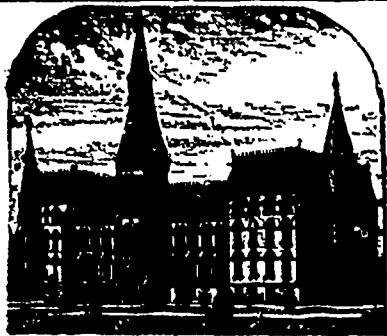
# Educational Weekly

Vol. II.

THURSDAY, AUGUST 13, 1885.

Number 33.

SCHOOLS.



**ALMA LADIES' COLLEGE.**  
ST. THOMAS, ONTARIO.

Has complete courses for graduation in Literature, Music, Fine Arts, Commercial Training.

The staff numbers 18—all GRADUATES or CERTIFICATED TEACHERS, selected with great care.

RATES from \$39.00 to \$46.00 per term for board, furnished room, light, laundry, and tuition in literary department.

PUBLIC SCHOOL TEACHERS admitted to more or less ADVANCED STANDING on the Collegiate Course, according to grade.

Over 70 CERTIFICATES in the FINE ARTS awarded to Alma College students by the Ontario School of Art, last year.

RE-OPENS SEPTEMBER 10TH, 1885.

For 50 pp. ANNOUNCEMENT, address, mentioning this paper, PRINCIPAL AUSTIN, B.D.

**Young Ladies' Seminary.**

I propose opening in this city by the first of September a School for Young Ladies. Pupils received from August 23rd to September 1st, when all branches will be taught by efficient Teachers. Music, Drawing and Fine Arts, by special Professors. For terms per Board and Tuition,

Address,

MRS. A. R. RAE,

Principal,

TORONTO P.O.

**DEMI-LADIES' COLLEGE.—OSHAWA, ONT.**

This Institution, thoroughly equipped, opens Sept. 1st, 1885, with a large staff of teachers. A full course in English, French and German, Classics, Music, Fine Arts, the Ornamental branches, with physical training. The site is one of the finest in Canada. The College is large and commodious, with a verandah 112 feet long, 9 feet wide, two stories high, giving an excellent opportunity for out-door exercises in all weather. The building is heated by steam, having coils or radiators in all the rooms. The fruit and vegetables are from our own grounds; plenty of fresh milk from the College dairy. A remarkable record for health. No day pupils admitted. Terms reasonable. Write for calendar, before deciding, to REV. A. H. DEMILLI, President, Oshawa, Ont.

**BRAMPTON: HAWTHORNE VILLA.**

The Misses Gilbert will (D.V.) re-open their Boarding School for Young Ladies on Sept. 7th, 1885. The accomplishments taught, as well as the plain English Branches. Terms, which begin with date of entrance, made known on application.

SCHOOLS.

ST. CATHARINES  
**COLLEGIATE INSTITUTE**

THIS INSTITUTE WILL RE-OPEN

—ON—

MONDAY, -- AUGUST -- 31st.

Classes will be organized for the work required for Third, Second, and First Class Certificates, and for the University Pass and Honor Matriculation Examination.

For Prospectus and School Record,

Address,

HEADMASTER,

Box 374, St. Catharines.

**BRANTFORD COLLEGIATE INSTITUTE**

Will re-open Monday, August 31st. Classes for 1st, 2nd and 3rd class certificates, and for Junior Matriculation, with honors in all departments, Law and Medicine. Staff of seven masters with drawing teacher. Large laboratory with all necessary equipments. Literary Society and Football Club. Drill and Calisthenics taught. For further information, apply to the PRINCIPAL.

**GALT COLLEGIATE INSTITUTE**

Will re-open on Monday, August 31st. Special attention given to the preparation of candidates for their Third, Second and First Class Examinations, and for Junior Matriculation with Honors in all departments. The School has a Literary Society, Football and Cricket Clubs, beautiful grounds, a well equipped Gymnasium, and Drill and Calisthenics are taught. Board for \$2.75 a week and upwards.

For Catalogue apply to

THOS. CARSCADDEN, M.A.,

Principal.

**Peterboro' Collegiate Institute**

Will Re-assemble on MONDAY, the 31st AUGUST. Each department in charge of a specialist; Cricket Club; Drill; every facility for the various games. Particular attention to evening preparation of Boarders' Lessons.

WM. TASSIE, M.A., LL.D.,

HEAD MASTER.

Burnham House, Peterboro', Aug. 5th, 1885.

**BENGOUGH'S SHORTHAND AND BUSINESS INSTITUTE.** Public Library, Building, Toronto. Shorthand, Type-writing, Business Forms, and Correspondence. Experienced and Practical Teachers. Thorough Tuition. Rates reasonable. THOS. BENGOUGH, (Official Reporter, York Co. Courts), Principal. GEO. BENGOUGH, Sec. MARY BENGOUGH, Type-Writing Supt.

BOOKS.

"THE NUMBER AND NATURE OF VOWEL SOUNDS."—A pamphlet by Mr. M. L. Rouse, of the English Bar, read before the Canadian Institute, and eulogized by the press.

New and thorough, but Simple Classification, with Vowel Alphabet for the Dictionaries. Discovery of a Musical Octave in Vowels.

World-wide use of Vowels as Interjections. A most important aid in the Study of Elocution and Foreign Tongues.

Sent Post Free for 25 Cents.

ROWSELL & HUTCHINSON,

King Street East,

TORONTO.

ORDER your books (new or second-hand) from DAVID HOYLE, 257 Yonge Street, Toronto.

MISCELLANEOUS.

"THE CURRENT" CHICAGO, U.S.A. The great Literary and Family Journal of our time. Clean, perfect, grand! Over 600 brilliant contributors. \$4.50 yearly; 6 mo., \$3.00; bound vol. (6 mo.) \$3.00. Buy it at your newsdealer's. Sample copy, 10 cents. The following splendid offer is made to Teachers exclusively: **TEACHERS!** Yearly price, if ordered before April 1, 1885, \$2.50; between April 1 and July 1, \$2.75; between July 1 and Dec. 31, \$3.00. Subscribe at once!

**HOWIE'S DETECTIVE AGENCY,**

Twenty years' experience. 35 Melinda St., Toronto, Ont.

REFERRANCES: Hon Wm McDougall, Ottawa, Ont. G F Shepley, McDougall & Cox, Henderson & Small, Bigelow & Morson, Murphy & Mordock, H. L. Fraser, B. B. Osler, Barristers, Toronto, Thos. Robertson, Q.C., M.P.P., John M. Gilson, M.P., Barristers, John Crear, County Crown Attorney, Edward Martin, Q.C., Carscallen & Cahill, Richard Martin, Frank McKeekin, Barristers, Hamilton, Chiefs of Police of Hamilton, London, Belleville, Galt and Dundas.

M. HOWIE, Manager.

AGENTS WANTED Everywhere, to handle something entirely new. Easily carried; easily sold; profits large. Teachers during their spare moments make enough money to pay all their expenses. Circulars free. J. Z. HUSBAND & CO., 31 King St. West, Toronto.

**A. W. SPAULDING, L.D.S.**

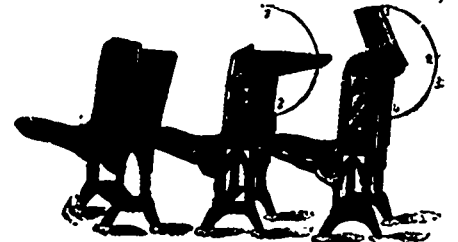
Dentist, 51 King Street East, Toronto.

Residence—41 Lansdowne Avenue, Parkdale.

**MORGAN M. RENNER, ARCHITECT:**  
MAIL BUILDING, TORONTO.

A GOOD INVESTMENT.—It pays to carry a good watch. I never had satisfaction till I bought one of WELCH & TROWER'S reliable watches, 171 Yonge Street, east side, and door south of Queen.

THE "MODEL" SCHOOL DESK,



The best in the World! Send for Circulars of the Latest Designs of School, Office, Church and Lodge Furniture. W. STAHLSCHEIDT, PRINCETON, ONT.

## TEACHERS!

Send Fifteen Cents at once for Three Copies of the Special Number of the Educational Weekly, and give one to each of your Trustees. It will stimulate their interest in the work of Education. Address,  
**EDUCATIONAL WEEKLY,**  
GRIP OFFICE,  
TORONTO

# The Educational Weekly,

PUBLISHED BY

THE GRIP PRINTING AND PUBLISHING CO.,

SAMUEL J. MOORE, *General Manager.*  
 C. FRASER, *Business Manager Educational Weekly Dept.*  
 JOHN E. BRYANT, M.A., *Editor.*  
 T. ARNOLD HAULTAIN, M.A., *Associate Editor.*  
 A. WHEE, B.A., *Assistant Editor.*

## CONTENTS OF THIS NUMBER

SHORTER EDITORIAL.....	513
CONTEMPORARY THOUGHT.....	514
NOTES AND COMMENTS.....	515
LITERATURE AND SCIENCE:	
A Grecian Festival - From William Morris's "Life and Death of Jason".....	516
Tanglewood Tales.....	NATHANIEL HAWTHORNE 516
CURRENT EDUCATIONAL OPINION:	
Auxiliary Educationists, No. V.....	518
Should a College Educate?.....	<i>Atlantic Monthly</i> 519
LONGER EDITORIAL:	
Education and Culture.....	520
BOOKS RECEIVED.....	521
BOOK REVIEW.....	521
TABLE TALK.....	521
SPECIAL PAPERS:	
Vocal Culture, No. III.....	<i>Miss F. H. Churchill</i> 522
Matthew Arnold as a Matter of Style.....	<i>J. O. Miller</i> 522
HIGH SCHOOL:	
Junior Matriculation Examination Papers.....	524
PUBLIC SCHOOL:	
What Can Teachers Do to Secure Proper Home Education?.....	<i>T. G. Orr</i> 525
EDUCATIONAL INTELLIGENCE:	
State School Supervision.....	526
Educational Matters in England.....	526
School Swimming Clubs.....	526
Educational Progress in England.....	526
Nova Scotia Teachers' Association.....	526
Teachers' Reading Circle.....	527
EXAMINATION PAPERS.....	528

## TERMS OF SUBSCRIPTION.

Two Dollars per annum, in advance.  
 Clubs of five at \$1.60 each, or the five for \$8.00.  
 Clubs of twenty at \$1.50 each, or the twenty for \$30.00.

Business communications and communications intended for the Editor should be on separate papers.

ADDRESS— **EDUCATIONAL WEEKLY,**  
 GRIP OFFICE, TORONTO.

## TERMS OF ADVERTISING.

[NO DEVIATION.]  
 Number of insertions, 1 5 13 (3m.) 26 (6m.) 52 (1 yr.)  
 Per line..... 10c. 45c. \$1.00 \$1.75 \$3.00  
 Twenty per cent. advance on the above rates for preferred position, when specified.  
 Advertisements must be acceptable in every respect.  
 Copy received until Tuesday noon.

NEW YORK AGENCY: 150 Nassau Street.  
 AZRO GOFF, sole advertising agent for the Middle and New England States.

WE WILL SEND

**AYRES' VERBALIST.**

—AND—

**AYRES' ORTHOEPIST.**

Post-paid to each of our present subscribers who sends us

**\$2.00 for one new Yearly Subscription**  
 TO THE EDUCATIONAL WEEKLY.

Or we will send either of the above-mentioned books to each of our present subscribers who sends us

**\$1.00 for one new Half-yearly Subscription**  
 to the EDUCATIONAL WEEKLY.

Address,

**EDUCATIONAL WEEKLY,**  
 GRIP OFFICE,  
 TORONTO

# SCHOOL TEACHERS

Who wish to recuperate their health during the holidays, and at the same time add to their income instead of depleting their purses, should secure an agency for

## THE WAR IN THE SOUDAN

A most popular work, written expressly for the Grip Printing and Publishing Company by T. Arnold Haultain, M.A., a graduate of Toronto University.

The book is profusely illustrated, and contains a fine Map of the Seat of War. It is well printed on good heavy paper.

Several Teachers are even now making large sales during their spare time.

*Terms Liberal. Send for Circulars.*

**GRIP PRINTING & PUBLISHING CO.**  
 TORONTO.



## THE IMPROVED MODEL Washer and Bleacher.

Weights only six pounds and can be carried in a small valise. Satisfaction guaranteed or money refunded.

**\$1,000 REWARD**  
 FOR ITS SUPERIOR.

Pat. Aug. 2, 1884. Washing made light and easy. The C. W. Dennis Toronto clothes have that pure whiteness which no other mode of washing can produce. No rubbing required, no friction to injure the fabric. A ten-year-old girl can do the washing as well as older person.

To place it in every household the price has been placed at \$3.00, and if not found satisfactory within one month from date of purchase, money refunded.

Send for circulars. AGENTS WANTED. Delivered to any Express office in Ontario or Quebec, charges paid for \$3.50.

**C. W. DENNIS.**

Toronto Bargain House,

Please mention this paper. 213 Yonge St., Toronto, Ont.



**RUPTURE** EGAN'S IMPERIAL TRUSS, with a spiral spring. The last and best ever invented. Took 10 years to make it perfect. Never moves from position even the sixteenth of an inch. Cures every child, and 8 out of every 10 adults. Holds the worst hernia during the hardest work, or money refunded. Circulars free; contains your neighbor's testimony, price list, etc. Call or address "Egan's Imperial Truss Co." 23 Adelaide Street East, Toronto, Ont.

## TEACHERS!

Subscribe for the Educational Weekly at once, so that you may have the Second Volume complete!

Terms—\$2.00 a year,  
 1.00 for six months.

ADDRESS,

**Educational Weekly,**

GRIP OFFICE, TORONTO.

## TREMENDOUS SALE.

The Reception Numbers of THE WAR NEWS, which were issued on the 25th ult. and 1st inst., have had an enormous sale. We have had to print several editions to supply the demand. These numbers contain 16 pp. and are entirely devoted to the various receptions given to our returned troops. Every Canadian should secure copies. Sent free by mail on receipt of 15c. each.

*The Grip Printing and Publishing Co.,*

26 AND 28<sup>th</sup> FRONT ST. WEST,

TORONTO.

Toronto News Co., Wholesale Agents.

# The Educational Weekly.

TORONTO, AUGUST 13, 1885.

THE long vacation is almost ended ; a few weeks more—in some cases even a few days—will bring back teachers and pupils to their accustomed places in the school-room and their old familiar duties. The long period of rest, change, and recreation will bring them all back to their work with recuperated energies, new aspirations, and fresh courage. It is well at such epochs in the history of a school as this, that its teachers should pause and consider calmly and thoughtfully what defects in their own manner or methods there are, in what subjects their teaching has been most successful, in what it has been weak, what steps may be taken to make their strong subjects stronger and the weak ones vigorous and healthy. The teacher will do well to consider what the chief hindrances are which stand in the way of his securing the best results from his own intelligent and well-directed efforts. Insufficient or defective furniture, apparatus, and other auxiliary appliances, should come in for a share of attention. Those who are accustomed to move along in a groove without thinking anything about improvements in their surroundings, or in the efficiency of their work, will be surprised at the results which can be reached by inducing their trustees to make a judicious outlay of even a small sum in needful furniture and apparatus. The best workman cannot do good work without proper tools. When the case is properly stated to them, and the end to be attained clearly indicated, there are few school trustees who will not take a favorable view of such a request, and when they see the benefits that have resulted from one investment of that kind, they will be more disposed to liberality again.

WE have frequently in these columns discussed the reading of teachers. We have approached the question from various standpoints, and looked at its different aspects. What should be read, when, why, and how it should be read, have all been noticed. Teachers are all interested in whatever relates to a topic so important and so extensive. All who have any share in the great work of education should give great attention to all questions relating to their reading. This cannot be neglected without serious loss to the teacher and through him to the community. But many teachers who are sufficiently alive to the importance of the systematic, thorough and critical reading of much that lies beyond the limits of mere professional needs, are prone to be forgetful of something which concerns the welfare of their schools, and their own success therein

quite as much as the topics which are included in their private study. We refer to wide general reading on the part of the pupils. That this is of great moment every one who has had experience in educational work will at once admit ; but, while recognizing its importance from an educational point of view, as a means of developing power of expression, taste in the use of words, an appreciation of the beauties of good literature, a love for the refined and the beautiful, a habit of reading which will grow with time and be of inestimable value in after life, as well as for the varied and extensive information on general affairs which cannot be gained from text-books, few teachers make any systematic effort to discover what their pupils are in the habit of reading privately ; or, indeed, whether they read anything beyond the works prescribed for some examination. It is easy for the teacher who is possessed of tact and judgment to exercise an influence here which will be of incalculable value to the pupil, apart from the great benefit received within the limits of the work which is supposed to more properly belong to the classroom.

How can the teacher influence his pupils in their choice of books and in the way in which those books are read ? The answer is difficult only to the novice. Few teachers, perhaps, succeed in doing all that might be done in this direction ; every true teacher, however, does much to accomplish so desirable an end. The ordinary work of the classroom should be such as to stimulate a love for all that is refined in thought and elegant in diction in our literature, by bringing out the force and lingering on the beauty of the finer passages in the authors read ; instead of making the lesson a mechanical exercise in analysis and parsing, the taste of pupils may be awakened and developed. But something more is needed. Talks about books which the teacher should encourage his class in reading ; discussions of plot, character, incident, and style ; allusions to the strong points in the author's work, and its weaknesses, all in a way suited to the capacity of the child, will do more to arouse his interest and cause him to read intelligently and appreciatively than any amount of mere grammatical study. To be successful in this the teacher must himself be keenly alive to the beauties of our best literature, he must be one whose judgment and character inspire children with ready confidence ; he must win their sympathy that he may excite their interest and guide their actions. The teacher's own habits of thought, tastes, and personal character, are of more importance here than ought else.

IN how many of our schools do the teachers give the requisite amount of attention to the physical conditions under which their own work and that of their pupils is carried on ? Too many of those in charge do not give more than a passing thought to the influences which may be affecting the comfort and bodily well-being of those who have to spend six hours daily in the atmosphere of the schoolroom. The agencies at work here are often of an injurious character, and the consequences resulting from them are frequently serious before their presence receives more than a passing thought. The supplying of pure air and the proper regulation of the temperature are more frequently attended to than formerly, at any rate in the more modern schools. The absence of all noxious or unwholesome influences from without is something the importance of which trustees and teachers are slowly beginning to realize ; but in these directions much still remains to be done. One of the most valuable gifts which it is in one's power to wish for is perfect vision. In the greater number of our schools little attention is given to seating and lighting with a view to protecting the eyes of the pupils from injury. Few teachers—and still fewer trustees—have ever given any special attention to the physiology of the eye or the conditions which best secure its perfection. By far the larger number of both classes have never given more than a passing thought to the way in which windows and seats can be best arranged in order to give the best light by which to read and study. The alarming increase of nearsightedness calls loudly for remedial and preventive measures. The actual extent of the trouble is unknown to many of those who spend their lives in the classroom. How many teachers ever test the vision of their pupils with the view of finding to what extent the evil is induced in their own schools ? Few ever do anything of the kind. In some parts of the Old World more attention has been given to this than in Canada. Monoyer, of Paris, has arranged a card on which is printed a series of letters of different sizes. When this card is hung up in a good light, and the child is placed about five yards distant, he should be able to read with either eye the smallest letters on the card. Ability to do this would indicate normal vision. If he can read only half the lines, then his vision is half the normal standard. The scale is so arranged that each line represents a tenth. Some similar plan of testing the eyesight should be generally used in the schools of Ontario, and a record of the results of examinations at regular intervals carefully kept. From a comparison of these records at different places and the arrangements for lighting, etc., we might in time learn the causes and the means of prevention, and thereby reduce the evil to a minimum.

## Contemporary Thought.

M. LANCIANI points out, in the *Bullettino Comunale di Roma*, some resemblances between the Roman and the English patricians in their method of uniting the conveniences of a city life, made necessary by their attendance on the Senate and on Parliament, with the healthy exercises of country life. The paper is occasioned by the discovery of an old city below Tusculum.

HOWEVER complicated the mental phenomena, and however difficult it may at times become to unravel the innumerable threads that form the network of some mental conditions, still mental growth is observed to advance in strict accordance with laws as immutable as those which regulate the changes in the outer world. Hence the absurdity of all attempts to mold a character according to the highest ideas of morality, without a careful investigation of the principles of ethics; and therefore, too, the hoplessness of all labors to influence the development of the mind while disregarding the laws of psychology.—*Edward E. Sheib, A.M., Ph.D., President of Louisiana State Normal School.*

If I wanted to make a blacksmith of a boy, I would first give him a college education. In this country, a man is never intended to be only a blacksmith—he is to be a citizen. There is not a subject in the college curriculum which a blacksmith, as an American citizen, does not need to study. We want citizens in this country who will not vote as designing men tell them—we want independent voters. My blacksmith is to be a husband and a father, and a reliable and influential man everywhere. If all our artisans were educated, the prevalent ideas of the degrading tendency of trades and labor would quickly disappear. And my blacksmith is to be a church member. If I could put into the average ten-dollar pew a lot of brains, I'd improve the pulpit before long.—*Dr. Vincent.*

If I were to criticise the development of this age, I should say that it had cultivated what I call sympathetic emotion, and had neglected the moral education of its young. Let me explain this. Christianity entered the world and its gift to it was sympathetic emotion. Imaginatively it entered into every heart, it took upon itself the sorrow and the suffering of everything. "Do unto others," it says, "as you would that they should do unto you." This peculiarity of sympathetic imagination, reading another person's life as you read your own by the power of sympathy, is the secret—one of the secrets of Jesus Christ; a delicate consideration for others' feelings, a sense of obligation on the part of the strong to care for the weak. It entered the world with this thought, and now for eighteen hundred years, this thought of sympathetic emotion has been part of our mind and of our heart until every Christmas tide it wells up into a great feeling. We cannot bear to think that we sit at any table overloaded when others are hungry, or that pleasure is in our hearts when others are sad; and to the extent that we know a need, we feel a certain obligation to meet it. Even when we do not know of it, the great undefined mass of sorrow and ill and evil in the world rolls over upon our sensitive souls, and

we search out the cause which we know not. Now, this emphasis has been laid upon sympathetic emotion, upon peace, good will, love and affection and generous response to appeal uttered or unexpressed. This has been developed and it is peculiarly the Christian idea. It is, as it were, the one element which Jesus Christ added to the old Hebrew religion—what Prof. Seelye has called "enthusiasm for humanity."—*Pres. R. O. McCulloch at the Indiana Teachers' Association.*

In a work entitled "Les Roumains au Moyen-âge—Une énigme historique" (Paris, 1885), Professor Xenopol, of the University of Jassy, has come out in defence of the Daco-Roman origin of his nation against what, in East European ethnology, is designated as the "Roesler theory." Some decades ago it was still universally taught in histories and geographies that the Rumans or Wallachs, who form the bulk of the population of Moldavia, Wallachia, Transylvania, and some neighboring districts, were descendants of the colonists whom the Emperor Trajan, after the subjugation of the Dacians, in the beginning of the second century, carried into those countries from all parts of the Roman World, and of the natives of Dacia Romanized by the legions, the Imperial officials, and the Latin-speaking settlers. The Latin character of the Ruman, or Wallach, language, in spite of the very heavy admixture of Slavic, Magyar, Turkish, Tartar, Greek, and other elements, is as unquestionable as that of Italian or Portuguese. There were, however, facts which more or less strongly militated against this notion of the origin of the people. The Roman legions and the Roman inhabitants in general, as the historians of the later Empire tell us, were withdrawn from Dacia by the Emperor Aurelian, some one hundred and seventy years after the conquest, and transferred into Mœsia, before the invading Goths. The names Ruman and Wallach nowhere occur in connection with the Dacian territories more than a thousand years after Trajan, during which Goths and Gepids, Huns and Avars, Slavs and Petchenegs, Cumans and Magyars, obliterated there the last vestiges of Roman reign and influence. During the same period Wallachs repeatedly appear in the history of the Rumanian—that is, Roman or Ruman—territories south of the Balkans. The idiom of the Wallachs now living in Macedonia and the neighboring regions is almost wholly identical with the language of Rumania and of the Transylvanian Rumans. All this, and much more, actually induced some critics, especially Hungarian, to modify the popular theory, but could not shake it, until the appearance, in 1871, of "Romanische Studien," by Professor Roesler, of the University of Gratz, who, by a vast array of learning, endeavored to prove the very late immigration of the Wallachs, from the Latinized East-Roman lands south of the Danube, into Wallachia, Moldavia, and Transylvania. This theory has found both strong supporters and assailants—among the former Prof. Paul Hunfalvy, of Buda-Pesth, and among the latter Professor Jung, of Innspruck. The difficulties on either side are immense, and Professor Xenopol is right in calling the vexed question an enigma. That his patriotic solution will not generally be accepted as final—except by his compatriots—may safely be predicted.—*The Nation.*

A WRITER in the *Pall Mall Gazette* thus describes a visit to Craigenputtock:—"There is no relic of Carlyle in the house; nothing that was there during his life remains there except a dresser in the kitchen; their ships were effectually burned when they left. It was left to Mrs. Carlyle to make the clearance, and she did it thoroughly. Gradually the associations rise up before one. Here Carlyle spent six years of his life—six years of work and struggle amid poverty and disappointment, with hardly a gleam of encouragement. He attempted two great works—a History of German Literature which no bookseller would take at any price, and 'Sartor Resartus,' which was even refused to be printed at the author's own risk. If the scene of a great man's struggle and victory is sacred ground, surely Craigenputtock, wild and drear as it is, is sacred. It was to him as the Valley of Humiliation and as the Valley of the Shadow of Death, but he came forth dauntless, though not unscathed. Of all the places that I visited, none left so deep an impression as Craigenputtock. Though it is fifty years since he left it, the place speaks of him and tells what manner of man he was."

We have hitherto been considering, for the most part, deciduous trees. It is generally supposed that in autumn the leaves drop off because they die. My impression is that most persons would be very much surprised to hear that this is not altogether the case. In fact, however, the separation is a vital process, and, if a bough is killed, the leaves are not thrown off, but remain attached to it. Indeed, the dead leaves not only remain *in situ*, but they are still firmly attached. Being dead and withered, they give the impression that the least shock would detach them; on the contrary, however, they will often bear a weight as much as two pounds without coming off. In evergreen species the conditions are in many respects different. When we have an early fall of snow in autumn, the trees which still retain their leaves are often very much broken down. Hence, perhaps, the comparative paucity of evergreens in temperate regions, and the tendency of evergreens to have smooth and glossy leaves, such as those of the holly, box, and evergreen-oak. Hairy leaves especially retain the snow, on which more and more accumulates. Again, evergreen leaves sometimes remain on the tree for several years; for instance, in the Scotch pine three or four years, the spruce and silver-fir six or even seven, the yew eight, *A. pinsapo* sixteen or seventeen, araucaria and others even longer. It is true that during the later years they gradually dry and wither; still, under these circumstances they naturally require special protection. They are, as a general rule, tough, and even leathery. In many species, again, as is the case with our holly, they are spinose. This serves as a protection from browsing animals; and in this way we can, I think, explain the curious fact that, while young hollies have spiny leaves, those of older trees, which are out of the reach of browsing animals, tend to become quite unarmed. In confirmation of this I may also adduce the fact that while in the evergreen-oak the leaves on well-grown trees are entire and smooth-edged like those of the laurel, specimens which are cropped and kept low form scrubby bushes with hard prickly leaves.—*Sir John Lubbock, in Popular Science Monthly for August.*

## Notes and Comments.

A NEW device for recording the answering of the different members of a class and of fairly distributing the questions asked, has been patented by Mr. Ward, of Collingwood. Several advantages are claimed for the invention, which is simple and very easily used.

WE have received the announcement of Alma College, St. Thomas, for 1885-6. This is an exceedingly neat and attractive pamphlet of nearly sixty pages. There are several things in this college which cannot fail to attract the notice of those who see the announcement. One is the large staff of teachers, another is the fact that while the college is denominational it is not sectarian, a variety of creeds being represented among the teachers as well as among the students. The buildings and surroundings seem to be exceptionally fine. Among the many excellent ladies' colleges which offer a source of training to those young women who, for any reason, cannot obtain the education which they desire at a high school or collegiate institute, Alma College stands high.

WE have just received a copy of the *Ancient Mariner and Minor Poems and Warren Hastings*, edited with notes, etc., by the late Principal Buchan, of Upper Canada College. This is the last literary work which the lamented principal did in the interests of Ontario education. It is needless to say that the editing is well done, and that the notes are judicious, scholarly, and full. In his chosen field of English literature, Mr. Buchan stood very high, and this work will be the more prized by his fellow-teachers because it is the last one they will have from his pen. A new departure has been made in this book by the insertion of several very fine illustrations. It is from the press of the Canada Publishing Company. The mechanical part of the book is decidedly creditable to the publishers.

THOSE teachers who spent a portion of the holiday season in acquiring some knowledge of art have done a wise thing. They are evidently pleased with the way in which the teaching has been done, and with the care bestowed by all concerned in promoting their comfort and convenience. At the close of the session those in attendance held a meeting at which votes of thanks were tendered to the Minister of Education, the Superintendent, Dr. May, and the teachers in charge of the classes. The influence exerted by these classes on the teaching of drawing in the schools of the country, and through the schools on our industrial development, must be valuable. In a short time we hope that the statement so often made by those who examine entrance papers in different

parts of the Province, to the effect that many of the candidates failed in drawing, will no longer require to be made.

A WRITER in the *St. James' Gazette* some time ago remarked that Professor Sylvester told an admirably illustrative story about one of his students at the Johns Hopkins University: "This aspiring youth wanted to become a mathematician; and he had heard that at the topmost summit of the mathematical tree stood a mysterious subject known as the doctrine of 'quantics,' a calculus of calculi, only to be grasped by the very furthest stretch of the abstract mathematical faculty. So he came and asked to be taught 'quantics.' It was in vain that Professor Sylvester suggested simpler preliminary geometrical and algebraical studies; the young man wanted to learn 'quantics,' and nothing but 'quantics' would he have." This impatience of rudiments, and, we may say, quite unseemly desire to hurry over as fast as possible all drudgery is very characteristic of this continent—more so, perhaps, of our friends across the boundary, but still also very characteristic of ourselves.

How rare is a good examiner! Some peculiar gift seems necessary to enable one to discover what others know. Their knowledge of a subject will not give it, even though it be wide and accurate. Something else is necessary. What this is is no easy matter to discover. Perhaps he who can make his candidates think is the best examiner. Next to him ranks the man who is able to probe to the very root of the matter and in short space put such questions as only a thorough knowledge of the whole can answer. Neither the one nor the other is given to everyone. Examining is an art, and an art which, if one does not naturally possess the gift of putting into practice, must be early studied and diligently followed. Do many of our teachers practise themselves in this art? Do they peruse critically the examination papers of those who are known to be good examiners? Do they always exercise the utmost care in setting their own papers? Nothing so discourages a pupil who has a thorough knowledge of his work as to be obliged to write on a paper obviously carelessly set, which is no criterion of his own information or original thought, and which is powerless to weed out from a large class those who have an accurate from those who have an inaccurate knowledge of the subject of examination.

IN one of the six lectures on School Hygiene delivered under the auspices of the Massachusetts Emergency and Hygiene Association to the teachers in the public schools, there is an interesting discussion of the relation in which outdoor sports

stand to the increasing prevalence of defective vision amongst those trained in our schools. The lecturer, who is a specialist in diseases of the eye, says:—"One of the principal safeguards that English, and to a considerable extent American, boys have as compared with Europeans of the same age, is in the greater amount of outdoor exercise and games that they can indulge in; and in comparing the lesser amount of myopia among English boys with those of German parentage, the factor is thought to be one of considerable importance." It is unfortunate that the infirmity from which he is suffering tends to prevent the nearsighted child from participating in the sports of his companions, and the time that should be given to play is too often devoted to his books, the evil tending in this way to develop itself. The watchful care of the judicious teacher will discover such cases among pupils; a little tact and skill will do much to overcome the diffidence of such pupils, and encourage them to take a share in the physical training so necessary for their well-being.

NOWHERE in the life of the pupil can the influence and example of the high-minded and conscientious teacher make themselves more felt than on the playground. Here the formal restraints of the school are relaxed; in the freedom of football or cricket shyness and reserve vanish, the teacher has an opportunity of seeing his pupils as they really are, of studying their true character, learning their motives and principles of action, estimating the weakness and the strength of each boy as the future man. Those whose instructions to the young people whom they should educate, in the highest and fullest sense of the term, and whose intercourse with them are limited to the routine duties of lesson and recitation, have very limited means of knowing the boys and girls with whom they have to deal. The instructor who is not to be a mere retailer of arithmetical facts and grammatical principles, must know the individual members of his classes. Without such knowledge how will he be able to develop manliness, restrain meanness, inculcate generosity and uprightness? Homilies and lectures on these subjects are of doubtful value; what tells most is the personal character of the teacher, his example, his commendation, or the approval in the direct contact with each other which sports require. In developing manliness, generosity, regard for the welfare of others, in securing the subordination of the individual will and interest to those of the club or team, the playground under proper guidance may have an educative value in many ways not inferior, in some directions superior, to that of the studies which are ordinarily supposed to be the exclusive province of the educationist.

## Literature and Science.

### A GRECIAN FESTIVAL.

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

At last the king said : "Come, and let us meet  
This joyous band within the very fane."  
So forth they went, and soon the place did gain  
Where the fair temple of the Goddess rose  
From 'midst a grassy apple-planted close.  
But each side of the door a maid there stood  
Clad in thin silken raiment red as blood,  
Who had by her a gilded basket light,  
Filled full of flowers woven for delight,  
Wherefrom unto the passing kings they gave  
Wreaths bound with gold, that somewhat they  
might have

To offer to the dread divinity,  
Whose image, wrought of silver cunningly,  
Stood 'neath a canopy of gleaming gold  
Midmost the place, where damsels fair did hold  
Baskets of flowers, or swung rich censers high ;  
Then to the precious shrine they drew anigh  
And forth stood Creon, and the fragrant wreath  
Laid on the altar, and beneath his breath  
Some prayer he muttered ; and next Jason laid  
His gift by Creon's, but of much afraid,  
And hoping much, he made not any prayer  
Unto the Goddess ; then amid the fair  
Slim pillars did he stand beside the king,  
Confused as in a dream, and wondering  
How all would end. But as they waited thus,  
Within that fragrant place and amorous,  
Languid grew Jason with the roses' scent  
And with the incense-cloud that ever went  
Unto the half-seen golden roof above,  
Amongst whose glimmering the grey-winged dove  
Hung crooning o'er his wrongs ; moreover there  
The temple-damsels passed them, shy and fair,  
With white limbs shining through their thin attire,  
And amorous eyes, the hearts of men to fire,  
Beneath their heavy crowns of roses red ;  
And veiled sweet voices through the place did  
shed

Strange fitful music, telling more than words,  
Confused by twitter of the restless birds,  
Within the temple caves, and by the doves,  
Who 'mid the pillars, murmured of their 'oves.

But the pleasure of that temple fair  
Had sunk into his soul, upon the air  
Was borne the sound of flutes from folk outside,  
And soon the greatest doors were opened wide,  
And all the rout of worshippers poured in,  
Clad in fair raiment, summer-like and thin,  
And holding wreaths, part twined of fragrant  
flowers—

The children of the soft, sweet April showers—  
And part of blossoms wrought in ruddy gold.  
Now back the incense from the altar rolled  
At their incoming driven by the wind,  
And round the pillars of the place it twined,  
Enwrapping Jason, so that faint and dim  
The fair show of the maidens was to him,  
As each upon the altar laid adown  
The blossoms mingled with the golden crown  
And prayed her prayer, then passed behind the  
shrine.

### THE GOLDEN FLEECE.

(From Nathaniel Hawthorne's "Tanglewood Tales.")  
(Continued from previous issue.)

THEN his voice melted again into the indistinct murmur of the rustling leaves, and died gradually away. When it was quite gone, Jason felt inclined to doubt whether he had actually heard the words, or whether his fancy had not shaped them out of the ordinary sound made by a breeze, while passing through the thick foliage of the tree.

But on inquiry among the people of Iolchos, he found that there was really a man in the city, of the name of Argus, who was a very skilful builder of vessels. This showed some intelligence in the oak ; else how should it have known that any such person existed ? At Jason's request, Argus readily consented to build him a galley so big that it should require fifty strong men to row it ; although no vessel of such a size and burden had heretofore been seen in the world. So the carpenters began their work ; and for a good while afterwards they were busily employed hewing out the timbers, and making a great clatter with their hammers ; until the new ship, which was called the *Argo*, seemed to be quite ready for sea. And as the Talking Oak had already given him such good advice, Jason thought that it would not be amiss to ask for a little more. He visited it again, therefore, and standing beside its huge, rough trunk, inquired what he should do next.

This time there was no such universal quivering of the leaves, throughout the whole tree, as there had been before. But after a while, Jason observed that the foliage of a great branch which stretched above his head had begun to rustle, as if the wind were stirring that one bough, while all the other boughs of the oak were at rest ?

"Cut me off," said the branch, as soon as it could speak distinctly ; "cut me off ! cut me off ! and carve me into a figure-head for your galley."

Accordingly, Jason took the branch at its word, and lopped it off from the tree. A carver in the neighborhood engaged to make the figure-head. What was very strange, the carver found that his hand was guided by some unseen power, and by a skill beyond his own, and that his tools shaped out an image which he had never dreamed of. When the work was finished it turned out to be the figure of a beautiful woman, with a helmet on her head, from beneath which the long ringlets fell down upon her shoulders. On the left arm was a shield, and in its centre appeared a life-like representation of the head of Medusa with the snaky locks. The right arm was extended, as if pointing onward. The face of this wonderful statue, though not angry or forbidding, was so grave and majestic, that perhaps you might call it severe ; and as for the mouth, it seemed just

ready to unclose its lips, and utter words of the deepest wisdom.

Jason was delighted with the oaken image, and gave the carver no rest until it was completed, and set up where a figure-head has always stood, from that time to this, in the vessel's prow.

"And now," cried he, as he stood gazing at the calm majestic face of the statue, "I must go to the Talking Oak, and inquire what next to do."

"There is no need of that, Jason," said a voice which, though it was far lower, reminded him of the mighty tones of the great oak. "When you desire good advice, you can seek it of me."

Jason had been looking straight into the face of the image when these words were spoken. But he could hardly believe either his ears or his eyes. The truth was, however, that the oaken lips had moved, and, to all appearance, the voice had proceeded from the statue's mouth. Recovering a little from his surprise, Jason bethought himself that the image had been carved out of the wood of the Talking Oak, and that, therefore, it was really no great wonder, but, on the contrary, the most natural thing in the world, that it should possess the faculty of speech. It would have been very odd, indeed, if it had not. But certainly it was a great piece of good fortune that he should be able to carry so wise a block of wood along with him in his perilous voyage.

"Tell me, wondrous image," exclaimed Jason,— "since you inherit the wisdom of the Speaking Oak of Dodona, whose daughter you are—tell me, where shall I find fifty bold youths who will take each of them an oar of my galley ? They must have sturdy arms to row and brave hearts to encounter perils, or we shall never win the Golden Fleece."

"Go," replied the oaken image,— "go, summon all the heroes of Greece !"

And, in fact, considering what a great deed was to be done, could any advice be wiser than this which Jason received from the figure-head of his vessel ? He lost no time in sending messengers to all the cities, and making known to the whole people of Greece, that Prince Jason, the son of King Æson, was going in quest of the Fleece of Gold, and that he desired the help of forty-nine of the bravest and strongest young men alive, to row his vessel and share his dangers. And Jason himself would be the fiftieth.

At this news, the adventurous youths all over the country began to bestir themselves. Some of them had already fought with giants, and slain dragons ; and the younger ones, who had not yet met with such good fortune, thought it a shame to have lived so long without getting astride of a flying serpent, or sticking their spears into a Chimæra, or,

at least, thrusting their right arm down a monstrous lion's throat. There was a fair prospect that they would meet with plenty of such adventures before finding the Golden Fleece. As soon as they could furbish up their helmets and shields, therefore, and gird on their trusty swords, they came thronging to Iolchos, and clambered on board the new galley. Saluting Jason, they assured him that they valued not their lives if adventures were to be had, but would help to row the vessel to the remotest edge of the world.

Many of these brave fellows had been educated by Chiron, the four-footed pedagogue, and were therefore old schoolmates of Jason, and knew him to be a lad of spirit. The mighty Hercules, whose shoulders afterwards held up the sky, was one of them. And there were Castor and Pollux, the twin brothers, who had been hatched out of an egg; and Theseus, who was so renowned for killing the Minotaur; and Lynceus, with his wonderful sharp eyes, which could see through a millstone, or look right down into the depths of the earth, and discover the treasures that were there; and Orpheus, the very best of harpers, who sang and played upon his lyre so sweetly that the brute beasts and birds of prey followed him quiet and subdued. Yes, and at some of his more moving tunes, the rocks bestirred their moss-grown bulk out of the ground, and a grove of forest-trees waved their tall tops keeping time with the music.

One of the rowers was a beautiful young woman, named Atalanta, who had been nursed among the mountains by a bear. So light of foot was this fair damsel, that she could step from the foamy crest of one wave to the foamy crest of another, without wetting more than the sole of her sandal. She had grown up in a very wild way, and loved hunting and war far better than her needle. But, in my opinion, the most remarkable of this famous company were two sons of the North Wind (airy young fellows, and of rather a blustering disposition), who had wings on their shoulders, and in case of a calm, could puff out their cheeks, and blow almost as fresh a breeze as their father. I ought not to forget the seers and conjurers, of whom there were several in the crew, and who could foretell what would happen tomorrow, or the next day, or a hundred years hence.

Jason appointed Tiphys to be helmsman, because he was a star-gazer, and knew the points of the compass. Lynceus, on account of his sharp sight, was stationed as a look-out in the prow. He could tell you exactly what kind of rocks or sands were at the bottom of the sea; and he often cried out to his companions, that they were sailing over heaps of sunken treasure, which yet he was none the richer for beholding.

Well! But when the Argonauts, as these fifty brave adventurers were called, had prepared everything for the voyage, an unforeseen difficulty threatened to end it before it was begun. The vessel, you must understand was so long, and broad, and ponderous, that the united force of all the fifty was insufficient to shove her into the water. Hercules, I suppose, had not grown to his full strength, else he might have set her afloat as easily as a little boy launches his boat upon a puddle. But here were these fifty heroes, pushing, and straining, and growing red in the face, without making the Argo start an inch. At last, quite wearied out, they sat themselves down on the shore, exceedingly disconsolate, and thinking that the vessel must be left to rot and fall in pieces, and that they must lose the Golden Fleece.

All at once, Jason bethought himself of the galley's miraculous figure-head.

"O daughter of the Talking Oak," cried he, "how shall we set to work to get our vessel into the water?"

"Seat yourself," answered the image—"seat yourselves, and handle your oars, and let Orpheus play upon his harp."

Immediately the fifty heroes got on board, and seizing their oars, held them perpendicularly in the air, while Orpheus swept his fingers across the harp. At the first ringing note of the music, they felt the vessel stir. Orpheus played one of his most moving strains, and the galley slid at once into the sea, dipping her prow so deeply that the figure-head drank the wave with its marvellous lips, and rising again as buoyant as a swan. The rowers plied their fifty oars; the white foam boiled up before the prow; the water gurgled and bubbled in their wake; while Orpheus continued to play so lively a strain of music, that the vessel seemed to dance over the billows by way of keeping time to it. Thus triumphantly did the Argo sail out of the harbor, amidst the huzzas and good wishes of everybody, except the wicked old Pelias, who stood on a promontory, scowling at her, and wishing that he could blow out of his lungs the tempest of wrath that was in his heart, and so sink the galley with all on board. When they had sailed about fifty miles over the sea, Lynceus happened to cast his sharp eyes behind, and said that there was this bad-hearted king, still perched upon the promontory, and scowling so gloomily that it looked like a black thunder-cloud in that quarter of the horizon.

In order to make the time pass away more pleasantly during the voyage, the heroes talked about the Golden Fleece. It originally belonged, it appears, to a Bœotian ram, who had taken on his back two children, when in danger of their lives, and fled with them over land and sea, as far as Çolchis. One of the

children, whose name was Helle, fell into the sea and was drowned. But the other (a little boy named Phrixus) was brought safe to shore by the faithful ram, who, however, was so exhausted that he immediately lay down and died. In memory of this good deed, and as a token of his true heart, the fleece of the poor dead ram was miraculously changed to gold, and became one of the most beautiful objects ever seen on earth. It was hung upon a tree in a sacred grove, where it had now been kept I know not how many years, and was the envy of mighty kings, who had nothing so magnificent in any of their palaces.

To tell all the adventures of the Argonauts would fill a large book. Two or three adventures, however, I will relate. There was no lack of wonderful events, as you may judge from what you have already heard. At a certain island they were hospitably received by King Cyzicus, its sovereign, who made a feast for them, and treated them like brothers. But the Argonauts saw that this good king looked downcast and very much troubled, and they therefore inquired of him what was the matter. King Cyzicus hereupon informed them that he and his subjects were greatly abused and incommoded by the inhabitants of a neighboring mountain, who made war upon them, and killed many people, and ravaged the country. And while they were talking about it, Cyzicus pointed to the mountain and asked Jason and his companions what they saw there.

"I see some very tall objects," answered Jason; "but they are at such a distance that I cannot distinctly make out what they are. To tell your majesty the truth, they look so very strange that I am inclined to think them clouds, which have chanced to take something like human shapes."

"I see them very plainly," remarked Lynceus. "They are a band of enormous giants, all of whom have six arms apiece, and a club, a sword, or some other weapon in each of their hands."

"You have excellent eyes," said King Cyzicus. "Yes; they are six-armed giants, as you say, and these are the enemies whom I and my subjects have to contend with."

The next day when the Argonauts were about to set sail, down came these terrible giants, stepping a hundred yards at a stride, brandishing their six arms apiece, and looking very formidable, so far aloft in the air. Each of these monsters was able to carry on a whole war by himself; for with one of his arms he could fling immense stones, and wield a club with another, and a sword with a third, while with the fourth he kept the enemy off with a long spear, and the fifth and sixth were for shooting with a bow and arrow. But luckily, though the giants were so huge, and had so many arms, they had each but one heart, and that no bigger nor braver than the heart of an ordinary man. Jason and his friends went boldly to meet them, slew a great many, and made the rest take to their heels.

(To be continued.)



## Educational Opinion.

### AUXILIARY EDUCATIONISTS.

NO. V.

III.—CHARLES DUNCOMBE, ESQ., M.D.

*1.—Personal History and Proceedings as a Member of Parliament.*

As one of those who took a prominent part in the troublesome events of 1837-38, in Upper Canada, Dr. Duncombe acquired considerable notoriety. He was, nevertheless, a man of broad views, of comprehensive aims and large sympathies. As to his personal history, J. C. Dent, Esq., has furnished me with the substance of following particulars in regard to him:—

Dr. Charles Duncombe was an American by birth, and was born (in the State of New Jersey) in or about the year 1796. He came to Upper Canada with his parents during the progress, or immediately after the close, of the war of 1812-15. His father took up land and settled in that extensive area of this Province then known as the "London District." Charles Duncombe studied medicine and surgery, and in 1827 or 1828 began to practise his profession on the town line between the townships of Burford and Brantford, near the present village of Bishopsgate. He continued to live and practise his profession there as long as he remained in Upper Canada. He soon obtained a large practice and with it an extended influence. He espoused the Reform side in politics, and became an active local worker in the cause. He was a good speaker and was much looked up to.

At the general election held towards the close of 1831, consequent on the dissolution of Parliament on the death of George IV., Dr. Charles Duncombe was first elected as a member of the Upper Canada House of Assembly. He contested the County of Oxford, and was returned along with Charles Ingersoll, Esq. He continued to sit for the County of Oxford until the breaking out of the rebellion in 1837, having been re-elected at the general elections of 1834 and 1836. He was allied with the advanced wing of the Reform party, and was sent in behalf of that party to England in 1836, to lay a series of grievances before Lord Glenelg, the Colonial Secretary. He was not, however, admitted to a conference with Lord Glenelg, but, through the intervention of Mr. Joseph Hume, M.P., a statement of Sir F. B. Head's ill-advised conduct was brought before the House of Commons. The matter was referred to Sir F. B. Head for explanation, as Lieut.-Governor. By him, however, it was submitted to the House of Assembly elected in his interest, and by it was dealt with in a spirit of hostility to Dr. Duncombe. The Assembly completely exonerated Sir F. B. Head in their report. This exasperated the

Doctor, who from that time forward promoted the cause of revolt. When that disturbance assumed shape, he took charge of the movement in the western section of Mr. W. L. Mackenzie's field of operations. The cause of revolt was, however, hopeless from the beginning. The forces gathered were soon dispersed by Sir Allan MacNab, and Dr. Duncombe fled to the United States, where he remained until 1843, when he received a pardon under the Great Seal of the Province from Sir Charles (afterwards Lord) Metcalfe. He did not, however, remain long in Upper Canada after his return, but soon left for the Western States, whence he subsequently removed to California, and died there. Thus much as to his personal history.

I shall now deal with his educational record. From his first entry into the House of Assembly, Dr. Charles Duncombe, aided largely by his brother, Dr. D. Duncombe, M.P.P. for the County of Norfolk, took up warmly the cause of popular education. In this he was actively supported by two other medical gentlemen—Dr. T. D. Morrison and Dr. Thos. Bruce—who were also members of the House of Assembly at the time.

Dr. Charles Duncombe's first motion in the House of Assembly (on the 13th December, 1831) was for an address to the Lieut.-Governor urging the setting apart of a sufficient quantity of the public lands of the Province to form a permanent fund for the support and maintenance of common schools. His motion, although supported by Absalom Shade, Esq., M.P.P., of Galt, a Conservative, was defeated.

As Dr. Duncombe's motion is of historical interest, so far as the facts which it alleges are concerned, I give some extracts from it. The motion stated:—

"That there is in this Province a very general want of education; that the insufficiency of the common school fund to support competent, respectable and well educated teachers, has degraded common school teaching from a regular business to a mere matter of convenience to transient persons, or common idlers, who often stay but for one season, and leave the schools vacant until they accommodate some other like person; whereby the minds of the youth of this Province are left without due cultivation, or, what is worse, frequently with vulgar, low-bred, vicious and intemperate examples before them in the persons of their monitors."

The motion goes on to say that:—

"If provision were made for the liberal and punctual payment of common school teachers . . . the teaching of common schools would soon become a regular and respectable calling, gentlemanly, well-educated persons would not be ashamed to take charge of youth, the schools would be no longer vacant, nor the scholars ignorant. Upper Canada would then form a national character that would command respect abroad and ensure peace, prosperity and happiness at home, perpetuate attachment to British principles and British institutions, and enable posterity to value, as they ought, the inestimable blessings of our glorious constitution."

Thus we see that up to this time Dr.

Duncombe cherished sentiments of patriotic loyalty to British institutions which only Sir Francis B. Head's arbitrary conduct could have changed. The motion went on to urge the Lieut.-Governor to represent to the Colonial Secretary the important necessity—in view of the facts cited—of entreating

"That His Majesty, William IV., be graciously pleased to place at the disposal of the Provincial Legislature a portion of the waste lands of the Crown as a permanent fund for the support of common schools within the same."

Dr. Charles Duncombe, with a prescience of the future, and of the necessities of the case, (which were not then recognized, nor for many years afterwards,) strongly urged, as did other members of the Assembly, that at least one million acres of the "waste lands" of the Province should be set apart for the support of common schools\*.

The motion was negatived. Dr. Duncombe was, however, determined not to be beaten. Mr. David Burn and other friends of his in the County of Oxford—no doubt on his suggestion—got up a petition to the Legislature on the subject, and on the 21st December—a week after his motion was defeated—Dr. Duncombe read this petition and had it referred to a select committee for report thereon.

On the 26th December an elaborate report on the petition was brought in by Dr. Duncombe himself, as chairman of the committee. In that report the whole subject was gone into fully, and a scheme elaborated by which the 1,000,000 acres of land were proposed to be hypothecated in advance, so that by the issue of debentures for \$500,000, redeemable in ten, fifteen and twenty years, a sufficient sum would be at once realized on the prospective value of these lands to form a permanent fund for the support of common schools.

This report (as did the rejected motion) placed on record a few facts and principles which are interesting in the light of to-day. The report stated that—

"The common schools of this Province are generally in so deplorable a state that they scarcely deserve the name of schools."

It recommended that the common school law of the Province be so amended that hereafter the school grant be paid only to—

"Organized schools, taught by a person who had a certificate from the District Board of Education, or school inspector, of his or her ability to teach a common school."

It also urged that the common school fund should be large enough, with the

\* It is gratifying to know that, although defeated at the time, Dr. Duncombe's efforts bore fruit nearly twenty years afterwards—in 1850—when Hon. Wm. Hamilton Merritt, then President of the Council, introduced and had a Bill passed by the Legislature setting apart 1,000,000,000 acres of the Crown Lands for the permanent endowment of public schools in United Canada.

local contributions, to provide an ample stipend for teachers—

“So that common school teaching, instead of being a mere matter of convenience to transient persons, or common idlers, would become a regular, respectable business in the hands of gentlemanly, well-educated persons. For surely the foundation of the minds of our children (on which must depend the happiness or misery we are to enjoy with them) and their own success in life, is a business worthy to be respectable, worthy of the patronage of men in the highest walks of life.”

The report then laid down an important principle in regard to the necessity for a certain and permanent endowment for public education. It said:—

“Funds and appropriation for the support of education should be permanent. They should not depend upon the annual vote of the Legislature, nor on any other casualty that might, by possibility fail, and thereby check the regular progress of education.”

Dr. Duncombe, in stating this principle, had no doubt in view the example (then well known) of the fickleness of the Legislature in the matter of school grants. In 1816 the vote for the support of common schools was \$24,000. In three subsequent years the same vote was repeated; but, in 1820, it was suddenly reduced to \$10,000—closing schools here and there all over the Province, and inflicting grievous hardship on many worthy (and, in the language of the day and of the report, unworthy) teachers. This miserable state of things continued for many years, and, as I stated on this subject in 1862—

“Thus ebbed and flowed, without a master hand to stay the current, that tide which, in other lands, is regarded as the nation's life's blood; and thus was permitted to ensue that state of living death by which Upper Canada, in the significant and popular metaphor of the day was likened to a ‘girdled tree,’ destitute alike of life, of beauty, or of stately growth.”\*

No wonder that in these degenerate days the younger men, with stirrings within them of noble impulses and patriotic devotion to their country, should have been compelled to depend upon themselves for intellectual enlightenment and advancement. The flippant sneer of to-day at such “self-made” men is unworthy of those who enjoy the advantages which these self-made men labored to secure. They belonged to that noble band of pioneers which achieved for us the civil and religious freedom which we now so richly enjoy. All honor to them!



\* Historical Sketch of Education in Upper Canada, by J. George Hodgins, LL.D., F.R.G.S., in “Eighty Years' Progress of British North America,” 1863.

PROF. AUSTIN SCOTT'S address, last November, at the 200th anniversary of the establishment of the American Board of Proprietors of East Jersey, forms No. 8 of the Third Series of the Johns Hopkins University Studies.

SHOULD A COLLEGE EDUCATE?

(Continued from last issue.)

THE other principal proposal of change is the substitution of natural science in place of the “humanities.” To the addition of a certain amount of natural science, enough, certainly, to impart its admirable methods of research, and, what is more, its admirable spirit of uncompromising adhesion to the exact truth, no one is likely to object. But when it is proposed to make any radical substitution of the material studies for the human studies, making courses (as has been done) without Latin, Greek, Literature, Logic, Philosophy, Ancient History, etc., supplying their places with the natural sciences, it is well to consider carefully, first, the results of the experiment so far as it has been tried; and, secondly, certain well-established principles concerning the human mind in its relation to studies. As to ascertained results, it is to be said that for some time now there have been, in several of our institutions of learning, courses having these contrasted characters running side by side. We will not here offer any testimony of our own as to the comparative results of the two in the production of broadly educated men. We would only suggest to those who are in any doubt upon the matter, or who have any radical change of college courses in view, to look into the results of the experiment for themselves, and to take the testimony of those who have had opportunity to observe them. The effect of such an examination will be likely to produce hearty agreement with an editorial writer in a late number of *Science*, who remarks that “the introduction of scientific studies in our educational systems has not brought about the millennium which was expected.” Much good, no doubt, they have done, when introduced in proper proportion. Their methods have certainly influenced favorably the methods of the older studies. But, after all, we come back to the truth that, of the two groups of studies, both indispensable, the humanities furnish the greater growth-power for the mind, because they are the product and expression of mind.\*

It cannot be too carefully kept in view that in any such comparison of the natural sciences with the humanities, we take into account only their educational value. The sensitive loyalty of scientific men to their specialties, a very pleasant thing to see, sometimes seems to blind them to this distinction between intrinsic values and

\* Sometimes we hear the curious remark made, perhaps by one of the weaker brethren among those very useful persons, the dealers in second-hand science (Popular Science), that the book of nature is the expression of the mind of God, while other books only express the mind of man. But it does not require great acumen to perceive that the mind of man and all its productions are also the work and the expression of the same Author—his Bible, one might say, to carry on the figure, while material nature is only his spelling-book.

educational values. They should remember that no slight upon the intrinsic value of any science is implied in the doubt as to its comparative educational value. There are many things of enormous usefulness to the world in other ways, whose examination could contribute next to nothing toward the development of mind. Iron, for example, constitutes almost the framework of civilization; but this does not at all imply that metallurgy, as a college study, would have any considerable educating force. On the other hand, there are many subjects of study whose application to the ordinary business of life might seem very remote indeed, yet whose power to “educate the man” is found to be very great. The calculus, or the *Antigone*, might never be of any “use” to the man, in the superficial sense of the word, yet they might have been the very meat and drink of his intellectual growth. The natural sciences may well be satisfied with the crowns of honor the world must always give them for their royal contributions to our mental and material existence without expecting to be made exclusively, also, our nurses and schoolmasters. The fitness for those humbler but necessary functions must be determined wholly on other grounds than that of value, however priceless it be, to the world for other purposes. Both experiment and reflection seem to point more and more decisively to the view that mind, on the whole, grows chiefly through contact with mind. And accordingly, what are called the liberal courses of study, formed largely of those studies which bring to the student the magnetic touch of the human spirit in its dealings with life, seem to show more vitalizing power—seem actually to produce, on experiment, more broadly educated men than what may be called the illiberal courses, formed without these human studies. Yet here, again, “Why not both?” is the best solution, so far as we can effect it. For the natural sciences have, undeniably, certain admirable influences in education. They are free from any encouragement of morbid moods. They teach the mind to “hug its fact.” There is little ministry to brooding egotism in them; except that sometimes a very callow pupil may for a while feel that the mastery of a few rudiments somehow covers him prematurely with the glory that properly belongs to the great discoverers; but from this stage he soon recovers. There is always a freshness and out-of-door healthfulness about even the simplest work in natural science that makes it a charming study, for the lower schools, especially. Mr. Spencer has well pointed out its adaptation, on this score, even to the period of childhood. It is, in fact, so far as it includes only the observation of outside nature, an invigorating play of the mind, rather than a laborious work. And the need of this health-giving intellectual play we never outgrow.—*E. R. Sill in Atlantic Monthly.*

(To be continued.)

TORONTO.

THURSDAY, AUGUST 13, 1885.

## EDUCATION AND CULTURE.

MANY a word is commonly used to which few of us attach any definite meaning. Among these, few words seem to us to be less capable of accurate definition, and at the same time to be more in need of accurate definition, than "culture," a word which seeks to imply a higher degree of intellectual, artistic, and moral acquirement than the majority of humanity are supposed to possess. But *what is culture?* Matthew Arnold has attempted to give us an adequate explanation of what he means by culture, and has written a whole volume in the attempt. "Culture," he tells us, "is the study of perfection." And if we ask him to expand this, he will say that this study "leads us . . . to conceive of true human perfection as a harmonious perfection, developing all sides of our humanity; and as a general perfection, developing all parts of our society." And if we further question him, he will answer in some such beautiful sentence as: "To walk staunchly by the best light one has, to be strict and sincere with oneself, not to be of the number of those who say and do not, to be in earnest—this is the discipline by which alone man is enabled to rescue his life from thralldom to the passing moment and to his bodily senses, to ennoble it, and to make it eternal." So says the "apostle of culture." But is the saying satisfactory? Have we not heard much the same from all moralists—from Thales down to Dr. Samuel Smiles? And have we not found such sayings lamentably ineffectual in producing any practical results?

The question for us is: Will education bring about this culture, in the high and ennobling sense in which these great moralists have used this word? Will a firm grounding in the public and high schools, followed by three or four years in a university, and the same amount of time spent upon professional studies, turn out a truly cultured man? That is the question for us. Milton's education was, perhaps, one of the most thorough that ever man had, and he certainly was refined to a degree. But Samuel Johnson's education could hardly be called much less thorough; and will not many deny to him the adjective cultured? Keats's education, on the other hand, was meagre to an

extreme; but who will deny to the author of "St. Agnes' Eve" and the "Ode on a Grecian Urn" the epithet of refined? The educations bestowed upon Macaulay and upon Byron were the best England had to offer and were not dissimilar in character. But, if we add as our moralists have added—an ethical element to the word "culture," could two men be found more distinct from each other in this respect?

The ancient Greeks and the ancient Romans, we know, had naught else to which to trace culture, in its purely ethical sense, but education. "Philosophy" was to them the all in all. Listen to Plato on this subject. The dialogues may be called the gospel of philosophy. Substitute "religion" for "philosophy," and the staunchest proselyte of the fifth century need scarcely have altered a syllable. But we, in these last decades of this nineteenth century, do we think likewise? Are we satisfied in thinking that education can bring about this high standard in which an ethical factor plays so important a part? Do we remain content with believing that by entrusting a child to public school teachers, high school masters, and college professors, we have done all we can for him? That, by these means he will grow up not only with a full and perfect knowledge of what is right and beautiful, and true, but also with the determination to follow the right, the beautiful, and the true?—for is not all this implied in "culture"?

At first sight every one, we conjecture, will answer in a negative. There are too many examples around us of those upon whom education has had no such influence, for us to consent to such an assertion. There are too many around us whose moral principles or force of character have been very far from elevated or strengthened by education, for us to consider them as mere exceptions to a general rule. We differ from the Greeks and Romans; and we cannot attribute to "divine philosophy" the high functions attributed to it by Socrates, by Plato, by Seneca, by Epictetus, by Marcus Aurelius. Education, powerful though we consider it, is not all-powerful. It is not to us the all in all. There must be something higher. Something that will apply itself to our moral nature, not that will only apply itself to our artistic and intellectual nature.

Yet, strange as it may appear when

placed in this strong light, there are not a few who do believe that this high aim is the true, and rightful function of education. Who look upon the *paideyogog* as the guider of youth into all truth—physically, intellectually, aesthetically, morally—and morally more than all.

A misconception underlies these beliefs. The intimate relation between all our faculties, their inseparableness, deceives us. We recognize man to be a unit. We see how his physical nature affects his intellectual; how his intellectual affects his artistic or aesthetic; and how all affect his moral nature. But their separate provinces, and their overlapping limits, are beyond our powers of analysis. And so upon our teachers we impress the necessity of inculcating ethical truths; in our textbooks we insert moral aphorisms; in our school life we introduce religious exercises.

We feel we are treading here on delicate and dangerous ground. We grant, all will grant, that to a certain extent this is right. Unless the teacher, the text-book, and the school life generally, go hand in hand with the parent and the pastor, these are not performing their proper duties. Moral influences should surround the child from the cradle, during every hour of the day, and especially, perhaps, during the hours of school. No ethical lesson should be omitted, no opportunity of inculcating moral principles be left out. The fault lies in hoping that the teacher and the text-book are sufficient to produce all the results we hope for. Here lies the deception.

If this be so then we must not from education alone expect "culture" in its high moral sense. This species of culture is not to be brought about by books alone. The deepest part of our nature can be touched only by the profoundest influences. Education, as the term is ordinarily used, does not include these. "Hellenism" may be induced by education; "Hebraism," in its totality, never.

If we grant this, then we must grant that the teacher has two functions. One that of teaching: imparting knowledge, and developing wisdom; instilling facts, and educing power to use those facts. The other, and far higher one, that of training: pointing the right, and showing how it is to be followed; implanting principles, and aiding in their attainment. The one has to do with the reason; the other with the will. The one is concerned with

ratiocination; the other with conduct. The one tells us the character of the path of life; the other tells us whither it leads. The one informs us of the relations which exist between the flowers and thorns that line that path; the other informs us of the relations which exist between these flowers and thorns and ourselves. The one is taken up with their laws; the other with their uses. The one teaches us to know; the other teaches us to do.

If this is what we mean by "education," then, indeed, we can truly say its object is "culture." But if we limit the power of the first, we must curtail the province of the second.

#### BOOKS RECEIVED.

*Six Lectures Upon School Hygiene.* Delivered under the auspices of the Massachusetts Emergency and Hygiene Association to Teachers in the Public Schools. Boston: Ginn & Co. 1885.

#### BOOK REVIEW.

##### TEMPERANCE PHYSIOLOGIES.

1. *The Child's Health Primer for Primary Classes. With Special Reference to the Effects of Alcoholic Drinks, Stimulants and Narcotics Upon the Human System. Indorsed by the Scientific Department of the Women's Christian Temperance Union of the United States.* 124 pp. New York and Chicago: A. S. Barnes & Co. 1885.
2. *Practical Work in the School Room. Part I. A Transcript of Object Lessons on the Human Body, Given in Primary Department No. 49, New York City.* Pupils' edition. 107 pp. New York: A. Lovell & Co. 1885.

The appearance of "Temperance Physiologies" is a sign of the times. Temperance physiology is one more subject added to the mass the modern child is required to absorb. The inculcation of temperance principles is a sign of many things: of the spread of intemperance perhaps; of a strong reaction against this spread; of a belief in the efficacy of this inculcation; of a tendency to bring morality into more intimate relation with the function of teachers and the sphere of text-books. With none of these need we here concern ourselves; our duty is merely to take notice of how writers, granting certain premisses, and putting before them certain aims, have succeeded in their attempts. But these questions are deep ones. There are vigorous opponents on both sides. No consensus of opinion has been arrived at as regards the rightness of such tendencies as those to which the publication of these works point. Whether such a subject as physiology is relatively important enough to be required of primary classes; whether the extremely elementary way in which it must necessarily be handled does not deprive it of much value; whether the abuse of alcoholic stimulants is a subject which should be brought so prominently before young children; whether the

advocacy of the principles of total abstinence is judicious; whether the attempt to instil into young minds a morality such as is likely to be prompted by such principles is right; whether or not such attempt is likely to be futile—these are moot questions. However, there are many who will take the most favorable view of each of these, and amongst them naturally are the authors of the two books, the names of which appear above. How they have achieved their task must now occupy our attention.

The preface to the *Child's Health Primer* explains its object:—

"As this little book goes to press, Massachusetts, by an act of its Legislature, is made the fourteenth State in this country, that requires the pupils in the primary, as well as in the higher grades of public schools, to be taught the effects of alcoholics and other narcotics upon the human system, in connection with other facts of physiology and hygiene.

"The object of all this legislation is, not that the future citizen may know the technical names of bones, nerves, and muscles, but that he may have a timely and forewarning knowledge of the effects of alcohol and other popular poisons upon the human body, and therefore upon life and character.

"With every reason in favor of such education, and the law requiring it, its practical tests in the school room will result in failure, unless there shall be ready for teacher and scholar, a well arranged, simple, and practical book, bringing these truths down to the capacity of the child.

"A few years hence, when the results of this study in our normal schools shall be realized in the preparation of the teacher, we can depend upon her adapting oral lessons from advanced works on this theme, but now, the average primary teacher brings to this study no experience, and limited previous study.

"To meet this need, this work has been prepared. Technical terms have been avoided, and only such facts of physiology developed as are necessary to the treatment of the effects of alcohol, tobacco, opium, and other truths of hygiene."

The book is excellently printed and prettily illustrated. The anatomical information it conveys is accurate, and the manner in which it is conveyed simple. Here and there appears an inelegant if not ungrammatical expression; but, on the whole, it is well written. The style may be judged from the following quotation:—

"You may wonder that people wish to use such poisonous drinks at all. But alcohol is a deceiver. It often cheats the man who takes a little, into thinking it will be good for him to take more.

"Sometimes the appetite which begs so hard for the poison is formed in childhood. If you eat wine-jelly, or wine-sauce, you may learn to like the taste of alcohol and thus easily begin to drink some weak liquor.

"The more the drinker takes, the more he often wants, and thus he goes on from drinking cider, wine, or beer, to drinking whiskey, brandy, or rum. Thus drunkards are made.

"People who are in the habit of taking drinks which contain alcohol, often care more for them than for anything else, even when they know they are being ruined by them."

*Practical Work in the School-Room* aims at the same results as the *Health Primer*, but in a slightly different manner. More attention is given to anatomy and physiology, and information in regard to alcohol, tobacco, opium, etc., is reserved for the last thirty-four pages of the book. A curious way of teaching, too, is employed. We shall best give a sample of it by quoting:—

"Of what shape is your heart?—My heart is shaped like a cone."

"Where is it placed?—In the chest, pointing toward my left side."

"What bone is it near?—It is near my breast-bone."

"Of what use is the heart?—It contains the blood and sends it to the different parts of the body."

"How much blood is sent from the heart at each beat?—About two ounces."

"What is the blood?—A liquid made from food and drink."

"Of what color is the blood?—Bright red, when pure; dark red, when impure."

"How does the heart send the blood through the body?—Through pipes called arteries."

"What do the arteries resemble in the way they are arranged?—The branches of a tree."

"What makes the blood impure?—As the blood flows, it gives nourishment to every part of the body; this makes it poor. It also takes up the old worn-out particles; this makes it impure."

"Where do the arteries carry the impure blood?—To the veins."

"Where do the veins carry the impure blood?—To the heart."

"Where does the heart carry the impure blood?—To the lungs."

"What happens to the impure blood in the lungs?—It is made pure?"

To those who from choice or necessity feel called upon to teach primary classes anatomy and physiology with especial attention to the effects upon the system of stimulant-narcotics, and who themselves require information on these subjects, we can recommend the above works. We must not forget also to praise very highly the illustrations of both.

#### Table Talk.

MR. EDWARD DOWDEN writes pleasantly in the *Academy* of Lady Martin's essays "On Some of Shakespeare's Female Characters"—"literary criticisms," he calls them, "which are also a fragment of autobiographies."—*Blackwood.*

MR. EDWIN GINN has abridged Scott's famous "Tales of a Grandfather," by the omission of certain descriptions of barbarous cruelties of old times, and some other matter of comparative unimportance, and presented the original otherwise unimpaired in a book of 276 pages, as one in the series of "Classics for Children."

ONE of the pleasantest papers in that pleasant book, *Older Days*, published by the Scribners, is that in which the author sketches the life of Falstaff from the reminiscences and allusions the fat old reprobate and his companions give us here and there in the plays. There is not so very much of this material, yet more than one would suspect—more, indeed, as the author remarks, than we have for a life of Shakespeare.

THE first two volumes of the publications of the New York Shakespeare Society will appear in September. No. 1 is Mr. Guernsey's "Ecclesiastical Law in Hamlet," and No. 2 is a study in Warwickshire Dialect, by Appleton Morgan. All the society's publications are bound in black and gold (those being the colors of the Shakespeare arms) and bear the seal of the society, which is an exact copy of the rough pencilling made by the Herald of the first John Shakespeare Grants, which differs slightly from the second and final device. Brentano, of New York, is the agent for the society's publications.

## Special Papers.

### VOCAL CULTURE.

No. III.

"NATURE is such a careful economist, that she permits only those faculties to develop which are used, and as every faculty and muscle has a use, it follows that that condition is nearest perfect where all are employed and *per contra*, that inactivity leads to decay." The above fact proves that too much cannot be said on the necessity of a full development of the *vocal organs*; particularly for those who may be called to do much and loud speaking. A long continued strain on misused or diseased organs—and one has only to misuse the vocal organs to disease them—must be detrimental not only to voice but health. I have endeavored to make clear that voice was the first essential in all good speaking or reading. I now declare that by a natural—and therefore common sense—method, all voice movements, for the interpretation of sentiment, become simple when once understood. They are not complicated, nor is it necessary to cover them up, or utterly destroy them, in a labyrinth of rules which if used would annihilate all correct expression and make the rendition a medium of pain rather than pleasure. A few rules well understood and thoroughly *practised*, is all that *nature* requires to reveal her beautiful soul and press her great throbbing heart—through sound—against the hearts of men and women, lifting them up and carrying them onward, even to the very throne of Him who sitteth in the Heavens, listening breathless

To sounds that ascend from below,  
From the spirits on earth that adore—  
From the souls that entreat and implore—  
In the fervor and passion of prayer;  
From the hearts that are broken with losses,  
And weary with dragging the crosses,  
Too heavy for mortals to bear.

If I had not fully believed that the soul of man was audible, not visible, and that the great mission of the *voice* was to call from soul to soul, I would not have given so many years of study to the subject, but believing it in every fibre of my being, I am willing to spend my life in making others believe it also. All the rules for the development of voice and its movements may be condensed in the following:—First, correct breathing; second, a perfect and *practical* method of expelling the air from the lungs, in sustained tones of longer or shorter duration; third, the absolute control of the glottis, and the power of using the glottis and the diaphragm at the same time and with any degree of force which TASTE may demand; fourth, stress and its root meaning; fifth, emphasis with its accompanying pause; sixth inflection and its lever, melody; *seven* in all. So simple and few are the above rules, and so easy

to be understood, that even he who runs may read. Yet because of their simplicity, I fear that many will yet seek to wash themselves in the old pools, and, like Naaman of old when told to wash *seven* times in the River Jordan, turn away in great wrath. But some may believe that a good thing could come even out of Nazareth, and to those I say, that simple as the above rules are, all the wisdom of the books; all the technical terms in creation; all the scientific expositions that man ever devised, cannot teach them. Practice alone can develop them, and common sense and good taste apply them. A few words about inflection may engender thought and hurt none. Let me therefore ask my readers to think for a moment, whether they believe that an *ideal* could be more correctly interpreted through the voice, by allowing the voice to follow the ideal, or by forcing it in an opposite direction, then following the same line of thought as the ideal, up or down, when thinking of life, light, good, or anything which has elevation, such as hills, mountains, etc.; and if common sense would authorize using a rising inflection on the word light in one place and a falling inflection in another place, painters in oil would not recognize such a law; and why then should *tone* painters be asked to violate all color law? Words are as individual as persons, and inflection simply indicates their complexion, and when melody, the wonderful shadow artist of the voice, touches with its magic inflection, words leap into life, and stand before us with a power as vital, as burning as the coals from off God's altar, and men have been inspired by them to dare-to-do—to die. Facial expression and gesture are natural aids of voice, and work in perfect harmony with it—but of these in our next.

*J. H. Churchill,*

### MATTHEW ARNOLD AS A MASTER OF STYLE.

II.

THE feature of Matthew Arnold's prose which strikes us most forcibly at first, is the simplicity and naturalness with which he writes. We feel this at once, on opening any of his books. One great secret of his power as a prose writer is that he is so easily read. He gives us a feeling of restfulness and enjoyment from his very choice of words. In reading Burke or Carlyle we have to brace the mind for a mental effort; we are sure to meet with the unexpected. In the one the thought is clothed in rhetorical figures, and the sentence is involved and intricate. In the other we are constantly

startled by an uncouth expression, or some strange new-fashioned word or phrase. But in Matthew Arnold there is nothing of this. Everything is simple and natural and easily understood. There is no straining after effect in style, nothing which taxes our understanding, and destroys, for the time, our sympathy with the writer; there is no intricacy of expression. The language is always subordinated to the clear, well-defined thought. It is as if he had taken the thought, and subjected it to what he himself calls the "kneading, heightening, recasting" process, and then presented it simply and unaffectedly. The following passage is a good example of this:—"What are the essential characteristics of our nation? not, certainly, an open and clear mind, not a quick and flexible intelligence. Our greatest admirers would not claim for us that we have these in a pre-eminent degree. . . . They would rather allege, as our chief spiritual characteristics, energy and honesty; and, if we are judged favorably and positively, not invidiously and negatively, our chief characteristics are no doubt these:—Energy and honesty, not an open and clear mind, not a quick and flexible intelligence. Openness of mind and flexibility of intelligence were very signal characteristics of the Athenian people in ancient times; everybody will feel that. Openness of mind and flexibility of intelligence are remarkable characteristics of the French people in modern times; I think everybody, or almost everybody, will feel that. I will not now ask what more the Athenian or the French spirit has than this, or what shortcomings either of them has as a set off against this; all I want now to point out is that they have this, and that we have it in a much less degree." What can be simpler, plainer than that! and yet there is nothing trite or unimportant about the thought or the expression. Probably no other writer would have presented the same idea in so simple and natural a manner.

Resulting from this simplicity and naturalness, we have the charm of ease and gracefulness of style. This is, without doubt, the reason of Matthew Arnold's attractiveness to those who read him only for amusement, and do not seek for hidden charms. Not that these do not appear without special effort on the part of the reader; but the ease and gracefulness are pre-eminently what attract and delight those who read for recreation. And this is an excellent test of a man's literary ability, the power to awaken and sustain interest in a subject otherwise somewhat dry and uninteresting. Mr. Arnold does this to such an extent, and with such quiet yet irresistible force, that it is impossible to conceive of anyone reading a book of his as a task. Who, for example, could read without appreciation the remainder of the chapter in which the following occurs,

admirable for its simplicity and clearness? "But there is of culture a view in which not solely the scientific passion, the sheer desire to see things as they are, natural and proper in an intelligent being, appears as the ground of it. There is a view in which all the love of our neighbor, the impulses towards action, help and beneficence, the desire for removing human error, clearing human confusion, and diminishing human misery, the noble aspiration to leave the world better and happier than we found it—motives eminently such as are called social—come in as part of the grounds of culture, and the main and pre-eminent part. Culture is then properly described as not having its origin in curiosity, but as having its origin in the love of perfection; it is a *study of perfection*. It moves by the force, not merely or primarily of the scientific passion for pure knowledge, but also of the moral and social passion for doing good. . . . There is no better motto which it can have than these words of Bishop Wilson: 'To make reason and the will of God prevail!' Or again: "It is this which made the fortune of Christianity—its gladness, not its sorrow; not its assigning the spiritual world to Christ, and the material world to the Devil, but its drawing from the spiritual world a source of joy so abundant that it ran over upon the material world and transfigured it." These are illustrations of Mr. Arnold's ease and gracefulness; but, indeed, all his works abound in examples, and it would be a hard matter to point to a careless or ill-constructed sentence in any of his writings.

The secret of this simplicity, this ease and gracefulness, lies, to a great extent, in the choice of words and phrases. And here it is that Matthew Arnold is pre-eminently an English writer—a master of English prose. He never resorts to foreign expressions to illustrate and illumine the thought, even when he might do so legitimately. His language is generally plain Saxon speech. The commonest words are continually made to serve great purposes. So much so does this impress itself upon us that we often wonder how it is that it never occurred to anyone else to present the same truth in the same way. It is largely from the study of the Bible that Mr. Arnold is so influenced in his choice of language, and whole sentences can be traced to Bible expressions. Perhaps one will suffice. In summing up the life and work of Heine, he says: "There is so much power, so many seem able to run well, so many give promise of running well—so few reach the goal, so few are chosen." Numbers of such words as *clean, fine, measure, spirit, sober, light*, used in their old-fashioned Bible sense, might be given as examples of this influence manifesting itself in his style.

While speaking of Mr. Arnold's choice of

words, it may be remarked that he has not escaped the tendency of the age to coin new words. But it is to be noticed that his fine sense of sound and euphony has kept him from coining any of those harsh, discordant words so frequently met in other writers, notably Carlyle. Mr. Arnold takes as the basis for a new word, one quite familiar and in common use, and so he gives us such words as *searchingness, thorough-goingness, disparateness, animality, religiosity, riddled, magicalised*, and others formed in the same way. What is admirable about these words is that, though they are put there to serve a definite purpose, they do not give us the idea that they are there to give distinction to the style, or to startle the reader and produce an effect; we rather get the impression that the thought might have been expressed more forcibly in other words. These unusual forms are always employed in order to present the thought more directly and simply; they are forcible yet natural, and therefore not quite unfamiliar; they are in keeping with the thought and not meant for rhetorical effect.

Matthew Arnold has been derided for using another class of words such as the following:—*Sweetness and light, culture, serenity, tone, taste, delicacy, felicity, urbanity, beauty, totality, provinciality, spiritual, fitness, Philistine, Hellenism and Hebraism*. It is not that they are used but once and in passing reference; Mr. Arnold, in his works where they occur, repeats them often and with emphasis; thus showing that, to him at least, they have a very definite meaning and importance. And so his detractors have called him the apostle of "sweetness and light" and of the "religion of culture," "a trifler in æsthetics and poetical fancies." It is well to bear in mind that æsthetics has come to be considered under different aspects. In one its followers have been aptly called the "Sunflower School," of which Mr. Oscar Wilde is the prophet and high priest; by the other we mean the study of morals and manners, and it is in this higher sense that we must seek to understand Mr. Arnold's writings on the subject. Now, as we have said before, one of the greatest charms of Mr. Arnold's prose is its ease and gracefulness; he always tries to present his thought in its most attractive light, and so we can readily see the propriety in the use of such words by a mind highly gifted with the poetical idea. Besides, they are not manufactured for the occasion. The expression "sweetness and light" is taken from Swift, and the others are common words used in a special way to illumine and make attractive a subject usually treated with severity of language, and consequently uninteresting to the general reader. Take, for instance, this sentence: "The true meaning of religion is not simply morality, but mor-

ality touched by emotion." That may be called æsthetics; but if we compare it with the definitions of the theologians, we must at least say that it is happier, and more readily arrests the attention and remains in the memory. But perhaps the best reason for the use of these words is that they belong exclusively to the subject of culture, and do not, as a rule, occur in Mr. Arnold's other works.

Apart from the use of particular words and phrases, Mr. Arnold has passages in his writings which show his leaning towards æstheticism, which go to prove that æsthetics, in its vulgar sense, is not properly applied to him. "Oxford, the Oxford of the past, has many faults; and she has heavily paid for them in defeat, in isolation, in want of hold upon the modern world. Yet we in Oxford, brought up amidst the beauty and sweetness of that beautiful place, have not failed to seize one truth—the truth that beauty and sweetness are essential characteristics of a complete human perfection. When I insist on this, I am all in the faith and tradition of Oxford. I say boldly that this, our sentiment for beauty and sweetness, our sentiment against hideousness and rawness, has been at the bottom of our attachment to so many beaten causes, of our opposition to so many triumphant movements. And the sentiment is true, and has never been wholly defeated, and has shown its power even in its defeat." Again, this feeling comes out thoroughly in "Isaiah of Jerusalem." The whole essay is, in fact, pervaded by it. And though we may feel that the writer has been led away from the truth by his love of culture and refinement, yet we cannot but feel the power of the thought, and the beauty and adequacy of the expression. "The principal books of the Old Testament are things to be deeply enjoyed, and which have been deeply enjoyed hitherto. It is not enough to translate them accurately, they must be translated so as to be deeply enjoyed, and to exercise the power of beauty and of sentiment which they have exercised upon us hitherto. Correct information by itself, as Butler profoundly says, is 'really the least part of education'; just as religion, he adds, 'does not consist in the knowledge and belief of fundamental truths.' No; education and religion, as Butler says, consist mainly in our being brought by them 'to certain temper and behavior.' Now, if we are to be brought to a temper and behavior, our affections must be engaged: and a force of beauty or of sentiment is requisite for engaging them." And, in proposing a new translation of the Hebrew word *Jehovah*, translated by *The Lord*, he offers *The Eternal*; but in certain cases only; for, he says: "There would be more loss to the sentiment, from the disturbing shock caused to it by so great a change than gain from the more adequate rendering." Once more: "The right thing for us to do with the book of Isaiah is to enjoy it." This may be, and, indeed, is, rightly called æstheticism; but it is æstheticism in its highest, deepest sense.

(To be continued.)

# The High School.

## UNIVERSITY OF TORONTO.

ANNUAL EXAMINATIONS, 1885.—JUNIOR MATRICULATION.

### ENGLISH.

ARTS: FOR PASS.—MEDICINE: FOR PASS AND HONORS.

Examiner—T. C. L. ARMSTRONG, M.A., LL.B.

#### I.

COMPOSITION: ALL CANDIDATES.

The St. Lawrence: its grandeur and its history.

#### II.

GRAMMAR: ALL CANDIDATES.

1. Fair as the earlier beam of eastern light, When first, by the bewildered pilgrims spied It smiles upon the dreary brow of night, And silvers o'er the torrents' foaming tide, And lights the fearful path on mountain side; Fair as that beam, although the fairest far, Giving to horror grace, to danger pride, Shine martial Faith and Courtesy's bright star, Though all the wreckful storms that cloud the brow of War.

(a) Write out and classify the separate clauses, and parse the words in italics.

(b) Write etymological notes on: as, when, first, pilgrim, torrent, danger, martial, courtesy, that.

(c) Give other forms for: beam, by, pilgrim, path, courtesy, through, cloud, of.

(d) Substitute classical words for: fair, earliest, beam, eastern, smiles, fearful, faith, brow.

(e) Explain the origin and uses of the various adjectives and noun allies in the extract.

(f) Name the stanza: scan and name the first and the last line, and show how they differ from prose.

(g) It smiles. What rule of syntax does the inflection of the verb follow here? State some of the sub-rules under the general rule.

#### III.

GRAMMAR: HONORS IN MEDICINE ONLY.

1. Mention in their historical order the changes that have been made in English vocabulary and grammar.

2. Point out and define the figures of speech in the extract in II.

3. Account historically for the present distinction between shall and will as auxiliaries of the future tense, and show by what means we indicate the future.

#### IV.

AUTHORS: CANDIDATES IN ARTS ONLY.

1. Mention and account for the chief peculiarities of the form and substance of the poetry in the age of Scott and Cowper, and compare these two poets as to their relative position with regard to the poetry of their time.

2. "The secret of the success of Scott's poetry lay partly in his subjects, partly in his mode of treating them, and partly in his versification."

Show to what extent this is true in each of these respects, making special reference to the L. of L.

3. Point out any improbabilities you have observed in the plot of the L. of L.

4. "My vision's sight may yet prove true, Nor bode of ill to him or you. Sooth was my prophecy of fear; Believe it when it augurs cheer. Would we had left this dismal spot; Ill luck still haunts a fairy grove. Of such a wondrous tale I know—"

(a) Paraphrase the first couplet; (b) What prophecies are alluded to, and how did they prove true? (c) Name the 'dismal spot'; why did ill luck haunt such places? what is the 'wondrous tale'?

5. "Wrathful at such arraignment foul, Dark lowered the clansman's sable scowl."

State briefly Fitz-James' accusations and Roderick's answers. How does this dialogue affect the plot? In what respects are the characters of the two men contrasted here and elsewhere in the poem?

6. "Yet trust not that by thee alone, Proud chief, can courtesy be shown."

(a) What courtesy did each show the other? (b) Quote the lines describing the fight that follows.

7. "I guess by all this quaint array, The burghers hold their games to-day, James will be there."

(a) What was the quaint array? (b) What burghers are meant? (c) Mention the sports, and show why the king would probably attend.

(d) Contrast the actions and the sentiments of the monarch and the Douglas at the close of the games.

(e) Relate briefly what took place on the same day on the shore of Loch Katrine.

S. Illustrate from the Task: (a) Cowper's peculiar use of words; (a) his religious sentiments; (c) his sarcasm; (d) his descriptive powers.

### GREEK.

#### HONORS.

Examiner—GEORGE H. ROBINSON, M.A.

(Concluded from last week.)

#### III.

Translate:

Κριε πέπον, τί μοι ᾠδε διὰ σπέυς ἔσθου μῆλων

"Ἰότατος; οὐ τί πάρος γε λειλιμηένος ἔρχεται αἰῶν,

Ἄλλὰ πολὺ πρῶτος νέμεται τέρεν' ἀνθεα ποίης

Μακρὰ βιβλῆς, πρῶτος δέ ριπῆς ποταμῶν ἀμφιάντις,

Πρῶτος δὲ σταθμῶνδε λιλαίαι ἀπονέεσθαι Ἐσπέριος· νῦν αὖτε πανύστατος· ἢ οὐ γ' ἀνακτος

Ὀφθαλμὸν ποθέεις, τὸν ἀνήρ κενὸς ἐξαλαῶσεν

Σὺν λυγροῖς ἑτάροισι, δαμασκάμενος φρένας οἴνου,

Ὀδῆεις, ὃν οὐ πά φημι πεφυγμένον εἶναι ὄλεθρον.

Ἐξ δὴ ὁμοφρονέοις, ποτιφωνήεις τε γένοιο, Ἐπτεῖν ὄπη κενὸς ἕμῳ μένος ἡλασνάξει

Τῶν κέ οἱ ἔγχετο γὰρ διὰ κρέος ἀλλυδὶς ἄλλη

θαινομένου ριπίοιο πρὸς οὐδέι, κὰδ δὲ ν' ἕμῳ κῆρ

Ἄωρηθήεις κενῶν, τὰ μοι οὐτ' ἰδανὸς πόρην Οἰτίεις.

HOMER, *Odyssey*.

1. Parse ἔσθου, λιλαίαι, πεφυγμένον, γένοιο, πορευ.

2. Derive πέπον, σταθμῶνδε, ὄλεθρον, ποτιφωνήεις, οὐτ' ἰδανός.

3. Scan the last three verses.

#### IV.

1. Mention the chief Alexandrian critics and their respective contributions to Homatology.

2. Write a brief note on the formation of Greek adverbs.

3. Account for the excellence of Attic oratory.

#### V.

Translate:

ΕΡΜ. Τί γελᾷς, ὦ Νείρων; ἢ τί τὸ πορθμεῖον ἀπολιπῶν δούρο ἀνεήλυθα, ἐς τὴν παρούσαν ἡμέραν οὐ πᾶν εἰσθῶς ἐπιχωριάζειν τοῖς ἄνω πράγμασιν; ΝΑΡ. Ἐπεθύμησα, ὦ Ἐρμῆ, ἰδεῖν ὅποια ἔδοτι τὰ ἐν τῷ βίῳ, καὶ ἂ πρῶττον εἶναι οἱ ἄνθρωποι ἐν αὐτῷ, ἢ τίνων στυροῦμενοι πάντες ἀμώζουσι κατιόντες παρ' ἡμῶς· οὐδεὶς γὰρ αὐτῶν ἀδακρυγί διεπλευσεν. αἰτησόμενος οὖν παρὰ τοῦ Ἰδου καὶ αὐτός, ὥσπερ καὶ ὁ θεταλὸς ἐκεῖνος νεανίσκος, μίαν ἡμέραν λειπόντος γενέσθαι, ἀνεήλυθα ἐς τὸ φῶς· καὶ μοι δούω ἐς δέον ἐντετυχημένοι βοῖ ζεναγήσεις γὰρ εὐ οἶδ' ὅτι με ζυμπερινοσῶν, καὶ δεῖξαις ἑκαστα, ὡς ἂν εἰδῶς ἀπαντα. ΕΡΜ. Οὐ σχολή μοι, ὦ πορθμεῦ. ἀπέρχομαι γὰρ τι διακυνηθόμενος τῷ ἄνω λυ των ἀνθρωπιῶν· ὁ δὲ ὀξύθυμὸς τε ἔστι, καὶ δέδια μὴ βραδύταντᾶ με ὄλον ὑμέτερον ἐάσθαι εἶναι, παραδοῦς τῷ ζώῳ ἢ, ὅπερ τὸν Ἴφραιστον πρῶτην ἐποίησε, ῥήψῃ καμὲ τεταγῶς τοῦ ποδῶς ἀπὸ τοῦ θεσπεσίου βηλοῦ, ὡς ὑποσινᾶζων γέλωτα παρέχοιμι καὶ αὐτὸς οἴνοχοῶν.

LUCIANS, *Charon*.

THE Rev. H. N. Hudson, LL.D., the eminent Shakespearean scholar, is one of the regular instructors at the Gannett Institute for Young Ladies, Boston, whose commencement occurred last week; and among the lecturers the past year, besides Dr. Hudson, were Rev. Dr. Peabody, Rev. Reuben Thomas upon George Eliot, not *Elliot*, as the name is incorrectly spelled in the prospectus, Rev. H. B. Carpenter on Homer, Virgil, Cowper, and the Poetry of the Imagination, and Mr. Geo. M. Towle upon Dickens.

DURING the political disturbances in Seoul, the capital of Corea, last December, the palace of the king was looted in portions by the mob, and many things of value were lost, stolen, or destroyed. Among these was a library of European and American books collected by Min Yong Ik, the envoy to America, and others. Three Corean scholars, former members of the Liberal Cabinet, are now in San Francisco studying the English language and American institutions.

## The Public School.

### WHAT CAN TEACHERS DO TO SECURE PROPER HOME EDUCATION.

To what extent are we, as teachers, responsible for the co-operation of the parent in the proper education of his child? What can we do to make his efforts and ours more effectual for good? If he is not intelligent on this subject, how may we enlighten him, and do so, not by inspiring him with a more exalted opinion of our fitness to preside in the schoolroom, but by quickening him into a more perfect realization of his own duties? How may we obtain from him a more hearty and effectual co-operation with us, in securing the physical, mental and moral elevation of his child? I would answer, *by becoming better acquainted with him.* This accomplished, most of our work is done; for the proper home education will inevitably follow.

The weakest point in our public school system is a lack of acquaintance between parent and teacher. Let this be overcome, and one of three results will follow: First, If the parent be intelligent and the teacher incompetent, the teacher must give place to another. Second, If the teacher be intelligent and the parent ignorant or indifferent, there will result an enlightening or quickening that will redound to the benefit of the child. Third, If both be awake to the interest of the pupil, there will be formed a unity of purpose, and there will exist an elevated mutual aim that will place the child in the purest and best influences possible for him to enjoy. In this there is manifestly a realization of those ideal conditions for which the true teacher longs.

Now, how may this acquaintance be brought about? They will not, as a rule, come to us; so we must go to them. It has been recommended that a teacher, before entering upon his work in any field, visit every family likely to be represented in his school. Laborious as this may be, if judiciously performed, it results in great good. In many so-called homes there will be such revelations of squalor, ignorance and vice as will make the teacher very charitable. In others he will get much gratuitous advice as to the best means of managing other people's children, and the whole tour may be very discouraging; but the teacher who takes this course will enter upon his work several weeks in advance of one who does not. Far be it from me to take up the mournful lamentation, "The former times were better than these," but there are those here to-day, the product of that almost forgotten system, "boarding 'round," who can trace to this feature of home acquaintance in days gone by, impulses aroused and hopes encouraged

that must otherwise have been in vain. There are teachers present who have had experience in "boarding 'round," and they can and do testify that that system, while it brought the pedagogue many inconveniences and not a few actual indignities, yet gave him opportunities for such an acquaintance with parents and children in their actual home life, as enabled him to deal with both far more intelligently and efficiently than would otherwise have been possible.

But the teacher in the graded school replies: "With the care of fifty children during the day, the preparation for recitations, the making out of reports, and the examining and grading of test papers at night, I do not now get time to read educational journals, much less devote any time to recreation; would you have me attempt family visitation, in addition to all this?" I answer, try it for a short time, and when John is absent for a day, take a little extra walk on your way home in the evening. You may be rewarded by the grateful smile of the sick boy, who, on his return, will remember your thoughtful care and prove more truly your friend than ever before. You may enlist the interest of the father and mother, who will more ably assist you in your efforts to improve the child. You may cast a ray of sunshine across a threshold, where before were only clouds and gloom. Report the results of your observations in these homes to the principal or superintendent, and, my word for it, he will remember this extra work and appreciate it, and will forget to find fault if monthly report or examination card be not quite so neat as usual.

I cannot forget the work of a teacher years ago—one of eight in a building. She was not the best informed in the branches required by law. Her schoolroom was not a model of neatness and good order. But no other teacher was so tenderly beloved by her pupils, or so highly esteemed by the parents. Why? Because she was a frequent visitor at the homes of her pupils. No pupil could be absent without Miss R.'s learning the cause before she considered her day's work done. So earnestly did the pupils regard her comfort that rough boys, supposed to be indifferent to the feelings of a teacher, when detained at home to work, would find time during the day to go and explain to her the cause of absence, with some such remark as this: "I knew if I didn't come and tell you, you would come to see what was the trouble, and I didn't want you to take that long walk this bad weather." Objections could have been made by principal and school board to some of the methods of that teacher, but so far as the parents and children were concerned, her tenure of office was more enduring than that of either principal or school board, and the work of no teacher was, as a whole, more nearly perfect.

I admit that, following this plan, you may not be able to do quite so much grade work, you may not be quite so entertaining to your class in geography, arithmetic or literature; but the fact that you take a higher interest in them than merely to see how many you can bring up to a certain per cent, and push on into the next room, will certainly be appreciated by them, and fathers and mothers, seeing your object, will assist you in attaining it. Not less, but more and better school work will be accomplished, and what is of greater value, your influence for good will be felt in the homes.

How may a superintendent best become acquainted with his patrons, and most effectually enlist their sympathy and assistance? Certainly not by working himself in as superintendent of a Baptist Sabbath school that meets on Sabbath morning, and superintendent of a Methodist Sabbath school that meets Sabbath afternoon. That is sure to make trouble about the holidays, when both schools want their entertainment on Christmas Eve, and our many-handed superintendent, who supposed he was doing grand work, carrying fire on one shoulder and water on the other, and making friends for himself all the time, comes to the conclusion that both are fire. However, each school decides that it is water he is carrying on both shoulders. Nor will he do well to seek admission into every civic society that may have a lodge in his town. He may secure an entrance to one, or even two, before his selfish motives may be discovered; but he is not likely to gain the confidence of his brethren unless he enters with motives better than those of the would-be-all-at-once popular young man, who sometimes finds this a rough and dangerous road. If he desires to lead the blind by a way they know not, he must have his eyes open to the fact that a thorough understanding of the way for himself is the first essential, and that he cannot by any indirection secure the object of his hopes. An association with men in a business, social or official capacity will certainly be of advantage to him as a teacher, but he must not expect any such accidents to tide him over the flood on which his own natural fitness and his preparation for the work will fail to enable him to sail in safety. Nor yet will it be well for him to become the champion of the Greenback party, the Prohibition party, or any other political organization. He may have, indeed should have, decided opinions upon the questions of the day. He should cast his vote as any other citizen, with none to question him or make him afraid; but prominence in any political organization will surely raise the cry of "offensive partisanship," and then he fails to be a welcome guest in many of the homes of his district, and loses one of the most powerful influences for elevating right and intelligence, and for putting down bigotry and wrong.—*T. E. Orr, at the Meeting of the Ohio Teachers' Association.*



## Educational Intelligence.

### STATE SCHOOL SUPERVISION.

THE Committee on State School Systems, through its chairman, J. H. Smart, made a report at the National Council of Education held at Saratoga, upon State School Supervision. The chief recommendations of the report were: That the State should fix the minimum in which the schools should be in session and prescribe a minimum course of study, should appoint suitable officers, for indefinite terms, to inspect the schools, advise with school officers, interpret the law, find out the needs of the schools and suggest needed legislation. The State Bd. 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 authorised to examine and license teachers throughout the State, exercise control over county and district institutes and appoint the State Superintendent. A 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 teachership 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.

### EDUCATIONAL MATTERS IN ENGLAND.

THE following paragraph from the *Schoolmaster* (London, Eng.,) shows that educational matters are now receiving much attention in England:—"Mr. Samuel Smith's motion in the House of Commons in favour of the general establishment of a system of industrial schools was met with general sympathy. The objects aimed at were universally approved, though the means proposed for the purpose of effecting them were objected to by several who took part in the debate. The question belongs to a class which will undoubtedly receive great attention in the next Parliament. Unless some foreign war breaks out in the meantime, matters affecting the social condition of our urban and rural population will come to the front. There are evils to be remedied, but the difficulties in the way of doing lasting good are enormous. They must be faced, however, for the public conscience will not permit that the evils should be allowed to remain without even an attempt being made to remedy them. No means so sure can be devised as the efficient education in its widest and truest sense of the children. It is difficult if not impossible to wholly reclaim those

who have grown up in evil habits and amidst unfavorable conditions. But much may be done by the judicious training of the juvenile population. We trust that there will be members in the next Parliament able to give the legislature the benefit of the opinions of practical teachers, of those who have had actual experience of the work of education. For want of this practical experience some of our ablest theorists go wrong. Their good intentions and their industrious study of blue-books will not save them from making mistakes into which a practical man could not possibly fall.

### SCHOOL SWIMMING CLUBS.

THE prizes to successful competitors in connection with the London Schools Swimming Club were distributed at the Boardroom, Victoria Embankment, by Mr. E. N. Buxton. A report was presented which stated that during the past nine years about 18,000 children and adults were instructed in swimming. The committee regretted that from want of funds they were compelled to wind up the affairs of the club. In doing so they desired to thank the Royal Commissioners for their kindness in granting the use of the lake in Victoria Park to members of the club. The chairman said although they were invited to attend what is in the nature of a funeral, as the club was about to be wound up, he hoped the taste for swimming would still be cultivated in Board schools, and that they might look forward to the extension of the work through divisional organisations. The prizes were distributed by Mr. J. MacGregor (Rob Roy), who founded the club in 1875. One of the boys, named Thomas Goldbourne, was specially distinguished as having saved the life of a play-fellow who fell into the Thames. In the course of remarks upon the value of swimming as part of education, Mr. MacGregor expressed regret that the Education Code was not so adjusted as to include that art in the ordinary curriculum of the schools. With the 300,000 children in London it should be an easy matter to establish a club upon a sound basis, and he urged those present to do their best towards this end. We may add that an effort has already been made in South London to form a club in connection with the Board schools and that about 8,000 children are under instruction. With the report there was circulated a reproduction of the picture which appeared in the *Graphic* of October 2nd, 1880, representing a mass of children taking their morning bath in the lake in Victoria Park, and learning to swim under properly qualified instructors—*The Schoolmaster*.

AMONG the bodies of learned men to meet in Europe this week will be the Telegraphic Congress at Berlin and the Teachers of Scandinavian Countries, at Christiania. A Congress of Botanists and Horticulturists is in session at Antwerp.

### EDUCATIONAL PROGRESS IN ENGLAND.

THE London *Times*, in its account of the report of the Committee of the Privy Council on Education as to the proceedings of the Education Department during the year 1884 for the promotion of elementary education in England and Wales, contains the following:—"The report contains tables of statistics from which the reader can judge the enormous rate of progress since the passing of the Elementary Education Acts of 1870 and 1876, and the effect of the changes made in the Code in 1871 and again in 1875. With one exception, to be mentioned presently, all the figures show an increase at each successive date, 1870, 1874, 1876, and 1884. It will be sufficient if we indicate by a comparison between 1870 and 1884 the progress that has been made, though each period shows an actual and a relative advance over the previous one. At the earlier date the population was 22,090,163; last year it was estimated at 27,133,449. This is an increase of 22.8 per cent. The number of schools inspected has increased in the same period from 8,281 to 18,874, an increase of about 128 per cent, while the accommodation has risen from 1,878,584 to 4,826,738, which is an increase of 157 per cent. Perhaps the estimate from accommodation may be fallacious, and certainly the school places provided last year were in excess of the numbers who attended the examinations by some 900,000, and in excess of the average attendance by over a million and a half. The fairest estimate may be made from the average attendance, which, at day and night schools, was, in 1870, 1,225,764, and last year was 3,273,124, which means 165 per cent, a greater increase than that shown by the accommodation. With the large increase of day education it is natural to find that the number of night scholars in the period mentioned has decreased in average attendance from 73,375 to 24,434. Again, the number of teachers has vastly increased. In 1870 there were 30,130 teachers, classed as certificated, assistant, pupil, or studying in training colleges. Each of these classes has continually increased in numbers at each interval until they reached last year 82,447, which is equivalent to an increase of 173 per cent. It may be noticed that the greatest proportional increase is in assistant teachers, who have risen from 1,262 in 1870 to 15,147 in 1884."

### NOVA SCOTIA TEACHERS' ASSOCIATION.

THE following epitome of the proceedings at the Nova Scotia Educational Association is from the *Halifax Critic*:—

"At the evening session on Wednesday, Dr. Allison, Dr. Rand, Superintendent Crockett (N.B.), Superintendent Montgom-

ery (P.E.I.), and Prof. Higgins, each delivered an address exhorting and encouraging the teachers to still greater efforts, with a view to preparing the sons and daughters of Nova Scotia for the great battle of life.

"On Thursday a paper was read by Principal McKay, of Pictou, on 'English Orthography,' and another by Inspector McKenzie on the Common School Course of Study. Mr. McKay's paper advocated the entire abolition of the present English alphabet and the substitution of about forty marks or signs representing the elementary sounds of the language. He gave many figures and calculations to show that such a phonic alphabet, once adopted, would be highly advantageous. Inspector McDonald, Antigonish, considered Mr. McKay's paper a most valuable one. He gave his reasons for this belief, and also for the opinion that there would yet be a revolution in English spelling. Professor Eaton, Assist.-Secretary McEchen, and Principal Calkin, while pleased that this interesting paper had been read, deprecated the idea that such a wholesale change would ever be practicable. Professor Eaton believed that any person that learns to read English can become a good speller simply by a careful and extensive reading. Assist.-Secretary McEchen was disposed to regard Mr. McKay's ingenious arguments as a huge and clever joke. He knew that English spelling might be greatly simplified just as French spelling has been; but had good reasons for believing that the process of simplifying would have to be supervised by some such authoritative, competent body, as the French Academy is with respect to the French language. A lively discussion followed the reading of Inspector McKenzie's paper. It was begun by the Assist.-Secretary when he introduced the subject of 'Grammar Text Books,' and it was continued by Messrs. Hall, Johnson, Burbridge, and Cameron. From the cordial way in which the meeting received some of the assailants of the new Grammar, it seemed clear that that book, as a text-book for junior learners, is far from popular with the majority of our teachers.

"Afterwards Superintendent Montgomery gave an interesting sketch of P. E. Island schools, which we understand are under very efficient supervision. Addresses by Professor Eaton, Dr. Allison and others, closed the meeting for this year."

### THE TEACHERS' READING CIRCLE.

THIS movement gives promise of becoming, next to the normal school and teachers' institute, the most important adjunct in securing the professional training of teachers. The friends of the movement are desirous of advancing the organization of the circle by a national movement. To this end, Prof. W. H. Payne of Michigan, Prof.

S. N. Fellows of Iowa, Supts. John Hancock, J. J. Burns, and Leroy D. Brown of Ohio, Major A. W. Clancy of Iowa, Prof. S. S. Parr of Indiana, and many others called a meeting. Supt. John Hancock presided. The attendance was large, and the speeches and proceedings enthusiastic.

Supt. Hancock introduced Mrs. Delia Lathrop Williams of Ohio, who gave an account of the conditions in that State which led the movement. To Mrs. Williams is due largely its inauguration. It was intended to broaden the teachers' general and professional reading. The circle started three years ago. The course of reading and study is developing as the work progresses. A movement is on foot to secure a more general adoption of the circle. The outlook is favorable and the promise of efficiency is good.

Dr. S. N. Fellows, professor of didactics in the Iowa University, gave the leading facts in the history of the circle in that State. There are three departments—History, Literature and Science. Didactics are made secondary, and classified as sub-heads under the three departments named. The Board of Control believe that much good will be secured by setting teachers to reading so as to broaden their scholarship.

Prof. W. H. Payne gave an account of the circle in Michigan. The beginning was made but recently. The course of reading assumes that the first necessity of the teacher is general scholarship. After this is secured then comes the so-called professional scholarship. Teachers are in the main anxious to improve, but do not always know how to proceed. They are asking anxiously how to escape the limitations of their scholarship. The Michigan circle aims to give aid in removing these limitations. It provides for a course of suggestions, examinations and bulletins of the best new books.

Dr. George P. Brown presented the movement in Indiana. He inclined to the view taken, at least theoretically, by the Indiana course, namely, that the professional phase should receive greatest prominence. Mr. Brown was the only speaker who took this view of the matter. He said the circle now numbers between 5,000 and 6,000 members.

Ex-Supt. Spear, of Kansas, made the hit among the speeches of the evening. He said that Kansas teachers were always hungry and almost always thirsty. Their course was to be adapted to the wants of all classes of teachers, and go a step beyond any of the other courses by providing a course for the pupils of the schools. He paid a high tribute to the satisfaction experienced from reading, and said that it was worth being a teacher to enjoy such books as that written by David P. Page.

Dr. J. W. Stearns, of Wisconsin, said his State was following the excellent lead that had been made by Ohio, Indiana, and other States. He believed that a reading circle movement had been started in his State antedating that in any other, viz., in 1880.

Prof. S. S. Parr gave a short account of the distinctive features of the Minnesota movement. It did not aim at that lower third of the teachers who need to go to school. The course aims at securing co-operation of both city and country teachers who are able to do independent work. The course of reading is intended rather to open the intellectual eyes of the teachers, than to furnish information.

The desire of those interested in the reading circle movement is strong that it receive national recognition as its great importance demands.—*New York School Journal.*

THE reception at the French Academy last month of M. Victor Duruy was rather tame. It was disappointing to those who expected a courteous, semi-political polemic between the ex-Minister of Napoleon III. and M. Perraud, the type of "the Christian, the apostolical bishop." M. Duruy, who once called the Emperor "the most liberal man of his empire," had fortunately a better claim than the long favor he enjoyed as Minister of Public Instruction to a place among the Immortals. In his long reception speech he confined himself to the praise of his predecessor, the historian Mignet, whose life he recounted and whose works he analysed in succession in the conventional Academic manner. Mgr. Perraud, Bishop of Autun, presided in his religious robes, and answered the new member. The interest of the occasion was concentrated on the remarks of the prelate, who, in a well-written, well-read speech, in which he never for a moment forgot his sacerdotal character, gave such praise as could be expected from him to the brilliant historian of Mary Stuart and of the French Revolution. Passing on to M. Duruy, he dwelt especially upon the "Histoire des Romains," solemnly taking the recipiendary to task on account of the regrets expressed by him at the disappearance of Roman civilization. True to his priestly office, M. Perraud claims that Christianity, which has "taught men to live and to die," has left no room for regrets concerning the things it has swept away. M. Duruy in this controversy had the advantage over M. Duruy, who, by traditional usage, was prevented from answering him. He therefore freely indulged in quoting Saint Ambrose and in recalling some of the grandiloquent commonplaces of Bossuet, which in former days he may have heard from the lips of his teacher Duruy, when he sat under him as a disciple by the side of the youths then known as D'Aumale, Augier, and Sardou, now his fellow-Academicians. The next receptions at the French Academy will be those of MM. Joseph Bertrand and Ludovic Halévy. The election of a successor to Edmond About has been postponed until autumn, as no result could be obtained after voting five times on June 25, an absolute majority of the members present being required. The candidates were M. Droz, who on the fifth ballot received 10 votes, M. Léon Say receiving 9, M. Manuel 5, and M. de Bornier 5. About had been elected to succeed Jules Sandeau, and as he died before pronouncing the eulogium on his predecessor, the new Academician will have to speak of both Sandeau and About. After this election two more places are to be filled, those of De Noailles and of Victor Hugo.

## Examination Papers.

### JULY EXAMINATIONS, 1885.

#### THIRD AND SECOND CLASS TEACHERS.

##### COMPOSITION.

Examiner—J. E. HONGSON, M.A.

1. Write sentences illustrating clearly the difference between: ability, capacity; convoke, convene; crime, vice; bring, fetch; hope, expect; counsel, council; hanged, hung.

2. Correct the following:

(a) By this means it is anticipated that the time from Europe will be lessened two days.

(b) It was him that Horace Walpole called a man who never made a bad figure but as an author.

(c) In Jeremy Taylor we find some of the best examples of long sentences, which are at once clear and logical.

(d) The vice of covetousness of all others enters deepest into the soul.

(e) Observers who have recently investigated this point do not all agree.

(f) Shakespeare the noblest name in literature was born at Stratford.

3. Write out in the form of indirect narration the substance of the following extract:

“ Fair dreams are these,” the maiden cried,  
 (Light was her accent, yet she sighed),  
 ‘ Yet is this mossy rock to me  
 Worth splendid chair and canopy;  
 Nor would my footsteps spring more gay  
 In courtly dance than blithe strathspey,  
 Nor half so pleased mine ear incline  
 To royal minstrel’s lay as thine.  
 And then for suitors, proud and high,  
 To bend before my conquering eye,  
 Thou, flattering bard! thyself wilt say,  
 That grim Sir Roderick owns its sway,  
 The Saxon scourge, Clan-Alpine’s pride,  
 The terror of Loch Lamond’s side,  
 Would, at my suit, thou knave’st, delay  
 A Lennox foray—for a day.”

4. Write a short descriptive essay on one of the following subjects:

(a) Autumn in Ontario.

(b) An out-door sport.

(c) School-life.

(d) The discovery of America.

#### SECOND AND THIRD CLASS TEACHERS.

##### DICTATION.

Examiner—CORNELIUS DONOVAN, M.A.

NOTE FOR THE PRESIDING EXAMINER.—This paper is not to be seen by the Candidates. It is to be read to them *three times*—*first*, at the ordinary rate of reading, they simply paying attention to catch the drift of the passage; *second*, slowly, the candidate writing; *third*, for review.

“It is no pleasure to me, in revising my volumes, to observe how much paper is wasted in confutation. Whoever considers the revolutions of learning, and the various questions of greater or less importance, upon which wit and reason have exercised their powers, must lament the unsuccessfulness of inquiry, and the slow advances of truth, when he reflects that a great part of the labor of every writer is only the destruction of those who went before him. The first care of the builder of a new system is to demolish the fabrics which are standing. The chief desire of him that comments

an author is to show how much other commentators have corrupted and obscured him. The opinions prevalent in one age, as truths above the reach of controversy, are confuted and rejected in another, and rise again to reception in remoter times. Thus, the human mind is kept in motion without progress. Thus, sometimes, truth and error, and sometimes, contraries of error, take each other’s place by reciprocal invasion. The tide of seeming knowledge, which is poured over one generation, retires and leaves another naked and barren; the sudden meteors of intelligence, which, for a while, appear to shoot their beams into the region of obscurity, on a sudden withdraw their lustre, and leave mortals again to grope their way.”

#### THIRD AND SECOND CLASS TEACHERS.

##### BOOK-KEEPING.

Examiner—CORNELIUS DONOVAN, M.A.

1. What is meant by: Assets, bonded goods, debenture, good will, lien, mortgage, power of attorney, staple goods, usury, voucher?

2. (a) Briefly state the essential requisites of a Promissory Note.

(b) Brown gives Black his note at 4 mos. from to-day for \$150, negotiable and payable at bank. Write the note, dating it from Toronto.

3. Journalize:

(a) Commenced business with cash, \$1,000, merchandize, \$1,000, notes against sundry persons, \$500.

(b) Bought of John Jones for cash, tallow worth \$160, and immediately sold it for \$140.

(c) The Dominion Bank has discounted my note against Harris for \$1,000; discount, \$17.50, cash received, \$925.00.

(d) Sold my house and lot to Green for \$2,500. Received in payment cash \$1,000, merchandize, \$500; balance to remain on account.

(e) Consigned to Henry & Co., Montreal, goods to be sold on my account, invoiced \$645. Paid freight on same in cash, \$36.50, and gave my note for insurance on do., \$19.35.

4. Classify the foregoing accounts according as they are ‘Resources and Liabilities,’ or ‘Losses and Gains.’

5. Post all the items in No. 3.

6. State the object, and briefly describe the process of closing the ledger.

#### THIRD AND SECOND CLASS TEACHERS.

##### DRAWING.

Examiner—J. A. McLELLAN, LL.D.

1. Illustrate by means of pencil drawings—no rulers to be used; distances to be judged by the aid of the eye alone:

(a) A reverse curve, with both upper and lower parts ovoid in character, base of reverse curve 3 inches long and upright, bases of the two parts of the curve, proportioned as 1 to 2.

(b) Three parallel straight lines  $1\frac{1}{2}$  inches long, in left oblique position, lines about  $\frac{1}{8}$  of an inch apart.

(c) A perpendicular, to a right oblique line, each about 1 inch long.

(d) A square, of 2 inches side, resting on one of its angles (corners), with one of its diagonals upright.

(e) An oval with diameters in the proportion of 1 to 2 inches, the longer diameter, in the left

oblique position, making an angle of about 45 degrees with a horizontal.

(f) An upright view of a cone, with base above the line of sight, altitude 2 inches; horizontal diameter of base 1 inch.

(g) A water bottle in an upright position, with neck based upon a square of  $\frac{1}{2}$  inch side; body based upon a circle about  $1\frac{1}{2}$  inches in diameter—apply the reverse curve in the outline of the sides of the stand or pedestal on which the body of the bottle rests. No perspective effect required.

2. Draw in freehand perspective, no rulers to be used:

(a) A rectangular block 4 inches long, 3 inches wide, and 1 inch thick, standing upon one end, to the left of the spectator and below the line of sight, and having the rectangular face 3 by 4 inches parallel with the picture plane. Divide the block into cubes, showing all the edges of each cube.

(b) A rectangular box, about 2 inches long, 1 inch wide and  $\frac{1}{2}$  inch high, placed to the left of spectator and below the line of sight, with the end parallel with picture plane. The lid is hinged on the upper left receding edge, and is opened at an angle of about 30 degrees with the upper horizontal edge of the end.

(c) A book 2 inches long, 1 inch wide and  $\frac{1}{2}$  inch thick, placed with the back towards observer, in an upright position, to the left of him, and above the line of sight.

3. Draw geometric views (no perspective effect), of the back, side, and end of the book above mentioned. Connect the views by dotted lines. Assume the thickness of the boards of the book-cover to be about  $\frac{1}{16}$  of an inch. No rulers to be used.

4. Construct a square 2 inches to a side; on its left upright side, as base, construct an equilateral triangle; within the triangle inscribe a circle; bisect the lower horizontal side of the square, and from this point of bisection drop a perpendicular 3 inches long, and divide the perpendicular into seven equal parts.

Show the construction throughout.

This may be done either with or without compass and ruler.

#### SECOND AND THIRD CLASS TEACHERS.

##### BOTANY.

Examiner—J. C. GLASHAN.

1. Enumerate the differences between exogens and endogens, and describe the structure of the seed and the mode of growth of the stem, in each of these classes?

2. How can underground stems be distinguished from roots? Name three common Canadian plants that produce underground stems.

3. Define ‘tuber,’ ‘bulb,’ and ‘corm,’ and give examples of each. What is the chief function of these parts of plants?

4. Briefly describe the structure of foliage-leaves. What are the functions of foliage-leaves?

5. Name and describe the parts of a simple flower. Which are the essential organs of the flower? What are the chief functions of the non-essential organs?

6. Define ‘fruit,’ ‘drupe,’ ‘pome’ and ‘berry,’ and give an example of each of these. Describe the structure of a strawberry and of a raspberry.

# STANDARD ENGLISH DICTIONARIES.

Every Student ought to have a Standard Dictionary! Every Teacher ought to have a Standard Dictionary!  
Every School ought to have a Standard Dictionary!

## STORMONTH'S ENGLISH DICTIONARY.

A Dictionary of the English Language, Pronouncing, Etymological and Explanatory.

EMBRACING SCIENTIFIC AND OTHER TERMS, NUMEROUS FAMILIAR TERMS,  
AND A COPIOUS SELECTION OF OLD ENGLISH WORDS.

Now complete in an Imperial Octavo Volume of 1248 pages.

\* The *Vocabulary* is comprehensive, including every word which has any claim to a place in the language, together with those which occur in standard English literature, even if now obsolete. The *Pronunciation* of every word is made clear by respelling it in syllables, according to the simplest possible scheme of "phonotypes" or "sound-symbols," in which only the English alphabet is used, but each letter or combination of letters has a fixed, unvarying sound. The *Etymologies* are given with fulness, according to the latest authorities. The *Definitions* have been carefully prepared with a view to the utmost usefulness, and seek to give the meaning of each word with greater precision than is commonly attained, but in the simplest and clearest equivalents that can be selected. The *Arrangement* of the work has been carefully studied, down to the details of the typography, in order to afford the greatest possible facility of reference.

### PRESS NOTICES

A trustworthy, truly scholarly dictionary of our English language.—*Christian Intelligencer*, N.Y.

Is to all intents and purposes an encyclopædia as well as a dictionary.—*Birmingham Daily Gazette*.

Its introduction into this country will be the literary event of the year.—*Ohio State Journal*, Columbus.

A work of sterling value. It has received from all quarters the highest commendation.—*Lutheran Observer*, Philadelphia.

The work exhibits all the freshest and best results of modern lexicographic scholarship, and is arranged with great care so as to facilitate reference.—*N.Y. Tribune*.

It has the bones and sinews of the grand dictionary of the future. \* \* \* We recommend it as an invaluable library book.—*Ecclesiastical Gazette*, London.

The work will be a most valuable addition to the library of the scholar and of the general reader. It can have for the present no possible rival in its own field.—*Boston Post*.

A dictionary representing the latest and most trustworthy scholarship, and furnishing a most worthy manual of reference as to the etymology, significance and pronunciation of words.—*Christian Union*, N.Y.

Every page bears the evidence of extensive scholarship and laborious research, nothing necessary to the elucidation of present-day language being omitted. \* \* \* As a book of reference for terms in every department of English speech this work must be accorded a high place—in fact it is quite a library in itself. We cannot recommend it too strongly to scientific students. It is a marvel of accuracy.—*Liverpool Mercury*.

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*.

### PRICES:

Cloth, \$6.00,	with one year of the "Educational Weekly" FREE.
Half Roan, \$7.00,	do do do
Full Sheep, \$7.50,	do do do

## THE IMPERIAL DICTIONARY.

THE GREAT ENCYCLOPÆDIC LEXICON.

In 4 Volumes, the standard binding being in six-finished cloth, with backs and corners of black Russia calf.

No more useful set of books can be owned by any one than these four volumes which make the "Imperial Dictionary." All reading, thinking people need a book of reference, and the best critics of England and America are agreed in pronouncing the "Imperial Dictionary" "the best work of general reference ever published." Its *vocabulary of 130,000 words* is that of a dictionary, but it does more than a dictionary's work, passing on from definitions into descriptions, and from etymologies into histories. It shows in a remarkable manner the various uses of words by an abundance of quotations from more than 1,500 authors; while its *illustrations, exceeding 7,000 in number*, assist materially to a complete understanding of any required word. Its scientific and technological definitions, its fulness and accuracy, the pleasant arrangement of its pages, the fact that the work is divided into four volumes, the exquisite typography, the rich binding, and the low price have combined to give the "Imperial" a popularity in America far in excess of the expectations of the publishers who introduced it into the American market.

### PRESS NOTICES.

It is astonishing how many books of reference may be dispensed with by the student who has access to this admirable compilation.—*St. James' Gazette*, London.

There is no dictionary published that is so thorough and complete in all details.—*Republic*, Washington, D.C.

At once the most popular and the most practical of books.—*Critic*, New York  
Altogether, it may be safely recommended as, perhaps, the best, as it is the fullest Dictionary of the English language extant.—*The Lancet*, London.

As a work of reference it may fairly be described as unfailing and as infallible, giving as full and as accurate information as can fairly be looked for in a work of this nature, or in any work of human manufacture.—*The Daily Review*, London.

It is not saying too much that the Imperial Dictionary is far in advance of any other dictionary published, and every school, public library, and the private library, should elect it to the first place.—*Kansas City Times*.

No American student can afford to be without an American dictionary; but if he would be fully abreast of the times in English lexicography, he must furnish himself also with a copy of the new Imperial Dictionary.—*Advance*, Chicago, Ill.

Its philological and literary characteristics are of the first order. It is abreast of the most advanced science of the day, and corporates its latest discoveries, while English literature has been laid under the most laborious and extensive contribution for varied uses of words.—*British Quarterly Review*.

It is the finest lexicon ever issued, in compilation and arrangement. It is almost encyclopædic in character, giving much more fully than an ordinary lexicon the explanations and associations of words. It is well illustrated also, containing over three thousand engravings.—*Dispatch*, Pittsburg, Pa.

Its information is so full as to justify the claim to the title Encyclopædic; and in exactness and variety of illustration the definitions leave nothing to be desired. The work is a wonderful monument of philological research over a very wide and difficult field, where previous lexicographers had left much to be done.—*Leeds Mercury*.

The Imperial is well termed an Encyclopædic Lexicon, for instead of, as is often done in even good dictionaries, giving a short, unsatisfactory definition of a word that leaves one still in doubt as to its real meaning, the reviser and editor, Mr. Annandale, where it has been deemed necessary to give a satisfactory explanation, has prepared short, terse articles, so that, unlike other dictionaries, the one under review is really an entertaining work that may be perused with pleasure for hours at a sitting. \* \* \*—*Citizen and Evening Chronicle*, Halifax, N. S.

The best and most serviceable of English lexicons. \* \* \* The definitions are as nearly perfect as one can conceive such definitions to be. The method adopted, whenever the nature of the case admitted of it, being the encyclopædic one—that is, the substitution of description for mere definition. This, coupled with the use of numerous illustrations, makes clear even to the uninitiated the force of many terms of which they would gain only a very inadequate idea from other lexicons. It is needless to say that the mechanical get-up of these volumes is of the very best.—*Globe*, Toronto.

### PRICES:

Cloth, \$20.00,	with three years of the "Educational Weekly" FREE.
Half Russia, \$25.00,	do do do
Full Sheep, \$26.00,	do do do

Present subscribers may secure a Dictionary by paying the difference between the above prices and the amounts they have already paid.

Address

EDUCATIONAL WEEKLY,

GRIP PRINTING AND PUBLISHING CO., TORONTO.

— A VERY LARGE —

SPECIAL NUMBER

— OF —

THE EDUCATIONAL WEEKLY

WILL BE ISSUED ON

AUGUST 20<sup>TH</sup>, 1885,

IN WHICH WILL BE PUBLISHED THE

Addresses delivered and papers read at the Annual Convention of "The Ontario Teachers' Association," at Toronto, on Aug. 11th, 12th and 13th,

— AND ALSO A —

FULL REPORT OF THE MINUTES OF THE GENERAL ASSOCIATION  
AND OF THE DIFFERENT SECTIONS.

EVERY TEACHER AND EVERY SCHOOL TRUSTEE!

Everyone interested in Education in Canada ought to read it.

Everyone not already a subscriber to the EDUCATIONAL WEEKLY should send at once for a copy of this SPECIAL NUMBER.

PRICE, - - 5 CENTS.

Address,

EDUCATIONAL WEEKLY,

Grip Printing and Publishing Co.,

TORONTO.

Addressed W. H. Feb 19 86  
Toronto