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# Educational Weekly

Vol. I.

THURSDAY, JUNE 25, 1885.

Number 26.

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# The Educational Weekly.

TORONTO, JUNE 25, 1885.

MASTER and pupil are both by this time probably looking forward with anticipations of delight to the approaching summer holidays, and both are already mapping out various schemes of pleasure and recreation. Pleasure and recreation; these are the keynote of holiday-time. They are not synonymous, they are brother and sister. By the one we brush away the cobwebs gathered by long hours in hot and dreary school-rooms; by the other we prepare ourselves to renew the battle of teaching and governing. A vacation of pleasure only, undertaken with no aim, and unlimited by reason, would soon defeat its own object; a vacation of recreation only, occupied wholly by attempting to prepare for more work, would cease to be a vacation. Only by combining pure pleasure, forgetful of all cares, with true recreation, gaining fresh strength, shall we enjoy an ideal holiday.

Holidays are not to the master what they are to the pupil. The latter flings lesson-books for the time wholly aside; he is out of doors the live-long day, or at most for a few short moments is captured by a father or a mother to help in domestic duties. Unless he is a boy of exceptionally studious habits, everything connected with "school" is studiously avoided. Books he shuns. He is free for weeks, and means to be free. To the former holidays are very different things. Then is the time he promises himself he will revel in books—not text-books, he shares for the time being his pupils' hatred of these perhaps—but books he has long kept in view which he has not had the time quietly to read and ponder on; he will revel in magazines—those tempting things at which he was able only now and again to glance; he will pursue some delightful course of study in his peculiar line—this scientific problem, or that literary project; he will seek the companionship of some well-known friends, friends with whom he has much in common, from intercourse with whom he will learn much; he will travel and see places from old interesting to him; he will widen his view, enlarge his grasp, increase his ideas. All these a holiday is to a master, and all these are highly commendable occupations.

Teachers perhaps more than most men are accustomed to learn something new daily. Their minds are actively employed, they are obliged to think more or less, and observation and reflection become, in course of time, a matter of habit with them. It becomes, as it were, a matter of course;

requires no exertion; is done unconsciously. The vacation is an excellent opportunity for giving this habit full play; and if we recognize it as such we shall find pleasure in mapping out systematically plans by which we may combine pleasure with recreation and at the same time widen our view and grasp of things by indulging to the full this habit of observation and reflection.

The school-room with its wearying sameness and its pupils with their tiring unaltered daily presence, are too often apt to make many of us fall unconsciously into a groove, a groove the sides of which, if we do not by effort break down, become often so high that we find it difficult to see over them. The holidays present a splendid opportunity for this breaking down process, and for giving us glimpses of other grooves divergent from our own. The holidays are thus a real teaching time for the teacher, it is then he learns, in the larger school-room of the world. Let us note a few different ways by which he can best make use of this teaching time.

Books a few he must have, and it would be well if a small sum were regularly set aside towards the close of the term for their purchase. The circulating library is a poor substitute for books during the vacation. The volumes from these institutions cannot be marked; cannot be read leisurely; cannot be looked upon as things that can be taken up when and where one likes; and so on. The books for the holidays too should be books of breadth; such as will discuss subjects broadly, from many points of view. We have been teaching in one way all the term; let us see some other ways of teaching. We should try too to get those books that will tell us of what is going on around us. There is a great deal that is absorbingly interesting now being done in the political world, in the literary world, in the scientific world, in the artistic world. One must keep up with the times; and keeping up with the times means more than glancing at the daily paper at the dinner hour.

Then there are the various means of gatherings together of teachers, a most instructive way of spending a portion of the vacation and well worth the expense of travelling to the place of meeting. Conferences, it seems the world has now come to think, are the best possible means of settling difficulties. They bring together the best thought and the most experienced judgment on matters of importance, and not less (perhaps chiefly) tend to eliminate personal peculiarities.

Above all there are the possibilities of quiet, undisturbed thought. To the older among us this will be regarded as a much-prized boon. Quiet thought during the term seems out of the question. It is not a small element of recuperation. A great author has somewhere said that no man can produce anything great unless he sometimes gives himself up to undisturbed reflection. Is it not true whatever be our line of life?

Another and excellent use of which to make of leisure hours, especially by those who remain in the scene of their labors, would be to improve their acquaintance with the parents of their pupils. Masters are so much discussed at home, that it is well to know and be known out of the school-room. This is not easy, when one is obliged daily to spend some five or six hours in teaching. Besides which, during the holidays the master is not looked upon as the much-to-be-feared autocrat which he is from January to July. And this is not altogether an insignificant point.

To these occupations we may add the more arduous ones of attending classes at various resorts, such as business colleges, drawing schools, etc. These we may safely leave to individual tastes.

To come back to the school-room brightened and with fresh ideas and plans—to attain this should be our aim during the vacation. And this will not be accomplished by pursuing a course of hard study on the one hand, or of total pleasure-seeking on the other. They must to a certain extent be combined, and, fortunately for us their combination is the surest road to the highest enjoyment of that period of cessation from labor which is granted us during the summer months.

Looked at from this point of view, as a holiday should be looked at, one will be able to enter thoroughly into the enjoyment of a period of leisure with a clear conscience and an appetite for innocent and recreating pleasures whetted by healthy mental hunger for a change of intellectual diet. It is the change upon which we would lay especial stress. It has a widening influence. The system becomes clogged and sluggish if fed only with one kind of food. And too many of us pursue this unvarying method all through the term.

To sum up:—a holiday, then, to the teacher means combining pleasure with recuperation and making these the means of widening our views by habits of observation and reflection.

## Contemporary Thought.

THE examination results this year have possessed all the interest and capriciousness of the ordinary lottery. Some have emerged from the shade of comparative obscurity to stand in the full glare of metallic (gold and silver) reflection; others, great Lords of the Lists, between whose legs the lesser creatures were wont to play and peep about, at a breath of the examiner are dwarfed to unpretending stature, and go forth to day like common students with a common degree. In fact we might sum up results in the single statement that this examination has but brought home to all with greater force than ever before the absurdity and the viciousness of the whole system of scholarships and medals, and there is a very evident feeling of relief among undergraduates at the abolition of this rude anachronism.—*The Varsity*.

ALL systems of education, of course, must be adapted to the average child—and yet the administrators should be alive and vigilant to individual traits of excellence above the common run, and should advise a special and higher course to such scholars as seem worthy of such culture. While the best advantages should be offered freely to all the young, yet the constant search should be for the capable, the industrious, the dexterous, in order to stimulate them to do themselves justice, and good service to the State. For such should be open on easy terms, the higher schools, seminaries, and colleges, that the country may be the gainer. Whatever is done for such students, is done for the public good. Accord all the honor we may justly to routinists, yet it is more glorious to discover and foster a Faraday, a Canova, a Watt, a Stephenson, an Edison—the unknown geniuses who now sit in our school-rooms and are toiling with the rudiments. Find them out; help them on; lift them up—and the nation shall bless them and their discoverers with gratitude deep and lasting, if even it be posthumous honor.—*Am. Journal of Education*.

In a recent address, Gen. George B. McLellan said:—"Our common school system is defective; there is too much theory and too little practice. Not all men can be professional men, and not all women can live by exercising their accomplishments. The effect of too much theory in our common schools, is to create an idea among scholars that the work of the hands is degrading. They therefore seek a clerical or professional life. I have tried in a practical way to remedy this, in the Trenton potteries and in the Paterson silk works. Complaints came to me, while Governor, from all the large manufacturing centres in the State, that it was difficult to get trained work from Americans. But when Americans will learn, they progress admirably. I found that legislators were very willing to pass laws to establish instruction in accordance with my views, but they were extremely unwilling to appropriate money for the purpose. In farming, also, I have been anxious to see such instruction carried out. There are few farmers' boys who are willing to stay and work on the farm. The farmer's boy should be taught that he can use his brain as well on the farm as anywhere. The longer I live, the more satisfied I am that in this and in other countries nothing is more important than well-trained labor, and in teaching our young

men that there is no degradation, but the highest honor, in following industrial pursuits."—*New York School Journal*.

THAT odious thing called CRAM is the progeny of test examinations. It has no other parentage. The noted Archdeacon Farrar, in a gush of indignant rhetoric against this vice, as displayed in the schools of England, has lately spoken of it as "the juggernaut car of Crani, before which the English nation is throwing its children by thousands, to have all the qualities crushed out before its ponderous wheels." The archdeacon had better thunder his rhetoric against the cause instead of against the effect. Strangle the parent and the deformed suckling will perish of itself. What do pupils cram for? Why stuff themselves with technical and superficial facts? What, but to pass the examinations with credit? Why, how well it is known among school experts, that hundreds of grammar-school masters systematically exchange with each other the lists of questions which, from time to time, are propounded by their several school committees and superintendents for the examinations, and paste those which they receive into scrap books; then their long-suffering pupils are put through the whole collection, and it is cram—cram—cram—until every unwonted form of question has been tried upon them, and its answers drilled into their memories, so that no novelty shall be sprung upon them when the next corresponding ordeal arrives! And where could be found an illustration of the influence of examinations more discreditably and damning than that?—*F. H. Harrington in "The Practical Teacher"*.

THE extension of female employment is going on slowly but surely throughout the world, even in places which no one would have thought half a century ago it could ever reach. Not long since, for instance, Signora Giulia de' Cavallari, having passed an examination for a doctorate in philology at Bologna, was appointed by the Italian Minister of Instruction Professor, or Professoress, of Latin and Greek in the girls' academy, "Fua Fusinate," in Rome; and four young Turkish ladies, after examination before a commission appointed by the Turkish Minister of Instruction, have been appointed instructresses in certain girls' schools. It is no new thing for a woman to be a professor in Italy; on the contrary, the practice is so old as to have gone out of fashion and to need revival; but in Turkey female teachers are not at all in accordance with the manners and customs of the "Arabian Nights," and the teachers mentioned in the accounts of recent travellers are all English governesses. It is an advance that natives are found capable of filling such positions and are allowed to do so. Even the opponents of the higher education of women may view these facts without dismay. In our own country, however, there is a little more justification for those who fear that when learning enters at the door, love will fly out of the window; that there will be so many professors and lecturers and so forth, that there will be no more wives and mothers, and that, in short, the emancipation of woman means the extinction of man. For such forebodings a few statistics from the Tenth Census will be the best corrective.—*The Nation*.

THE "sterility" of his muse is no doubt the one obtrusive peculiarity which, just on account of its

obtrusiveness, strikes at the first glance every reader, intelligent or unintelligent, who takes up an edition of Gray's published works. It is true in a literal sense that, as his friend, Dr. Brown said, "he never spoke out," except in utterances few and far between, or, as he himself phrased it—in talking with the brilliant and fascinating friend of his last days, Bonstetten, who, however, was young enough to be his son—"his life was a sealed book." Why this was so it might be hardly possible to decide with any confidence or completeness; in part no doubt it was due to what he himself called "the spirit of laziness." But if in one way it seems a disparagement, it is in another—like the criticism of his "commonplaceness"—a compliment to him to say, with Mr. Lowell, that "he has written less and pleased more perhaps than any other poet." Not only has he perhaps pleased more—or at least pleased more readers—than perhaps any other English poet, but it has been rightly observed that his scanty verse exhibits probably more of those *purpurei panni*, which live on from mouth to mouth as household words, than the works of any of our other poets except Shakespeare and Pope. This is no doubt partly owing to the commonplace element, on which we shall have a word to say presently, but it proves at all events that here "the commonplace" is not "common," or "vacant chaff work meant for grain." Gray was certainly not one of those prattlers who "go on forever," and the fact that he has so spoken as to make all intelligent readers wish in his as in Keats' case—where, however, the explanation is plain and pathetic enough—that he had "spoken out" more fully, is in itself high testimony in his favor.—*The Saturday Review*.

"WHAT has made Thomas Alva Edison what he is—the greatest living American inventor? Not the education of the schools . . . but perhaps thinking on what he saw around him." Does not this touch a real defect in our systems of education? Is not the ordinary training of young minds too much like the training of grapevines? Both may be stimulated to a more or less vigorous and healthy growth; but it is growth in certain stated directions—along certain fixed lines. Doubtless the thinker, as the poet, is born, not made; and as many go through life lacking the ability to "make two lines jingle," so many, even outside asylums, will always lack the ability to put together two consecutive thoughts. But, on the other hand, many born without the divine fire have been educated up to the writing of very respectable verses; and special education would doubtless result in a large increase of those thus ennobled. Why, then, should we not have special education directed to the formation of that habit of mind which would lead the scholar to "persistent thinking on what he saw around him?" Why not a school of applied thought, as well as one of applied science? Or, rather, why not a department of applied thought in every school? Take the great mass of the civilized people of North America, and say which is more striking, their cleverness or their stupidity? Day by day these millions hold their own in the great selfish, pitiless rush for money. Thousands advance where only hundreds fail. Surely here is proof enough of vast capacity for practical thinking! Yet day by day we are made the victims of quacks and demagogues of all degrees. Surely here is proof enough of widespread stupidity! And when the two limbs of the paradox are compared, the fact stands out that the stupidity is passive, not active. Inability or unwillingness to exercise the thinking power—not absence of the power—is proved.—*John C. Brown in "The Current."*

*Notes and Comments.*

WE are sorry to see that the excellent paper entitled "Lesson on the Parts of a Flower," which appeared in our last number, was not credited, as it should have been, to the *New York School Journal*.

IN a special paper in a recent issue by Mr. W. C. Sherwood was given a classification of colors. The following is a table of pigments classified in the same manner:—

PRIMARIES.....Yellow, Red, Blue.

SECONDARIES...Purple, Green, Orange.

TERTIARIES...Citrine, Russet, Olive.

A *tint* is the admixture of a color with white.

A *shade* is the admixture of a color with black.

A *hue* is one primary tinged with another.

Tone is the general effect.

We have taken the above from *Art Education*, by Walter Smith, pp. 181 *et seq.*

WE have received the annual announcement of the Toronto Woman's Medical College for the session of 1885-6. It contains full information concerning the terms of admission, course of study, etc., in that institution. We are glad to see that such satisfactory provision has been made for the education of those ladies who wish a knowledge of medical science and the healing art. Those who wish information about the school should apply to M. Barrett, M.A., M.D., 204 Simcoe Street, Toronto, who is the president of the school. We wish the school every success in what should be, and doubtless will be, a wide field of usefulness.

WE have received the *Journal of the National Educational Association of the United States* which held its twenty-third meeting at Madison, Wisconsin, in July, 1884. The report is a large volume, containing many good things, to some of which we may return for the benefit of our readers. At present we can only glance at the address of Prof. Payne, of the University of Michigan, on the application of psychology to teaching. He argued that there is the same reason why the teacher should have an accurate knowledge of psychology, as there is that that the professional physician should be versed in physiology. The nature of the physician's work demands that he should be familiar with the structure of the human body and the mode of the organic activities. Without this knowledge he cannot adapt his remedies to the needs of his patients. The teacher's work relates primarily to the mind; if this work is to be properly done, he must understand something of the laws of mind, its modes of acquisition and growth. Prof. Payne's paper seems to have provoked considerable discussion, mainly on disputed points in mental science. The general pro-

position that a knowledge of the subject was requisite could scarcely be disputed.

By the list of successful students which we publish elsewhere in this issue, it will be seen that the number of young women who attended the Toronto Normal School during the session just ended is about three times as great as the number of young men. The fact is becoming more apparent every year that the ladies will soon almost exclude their male friends from the work of elementary instruction. At any rate the tendency in that direction is now very strong. This, however, can scarcely be a matter for regret; it is quite certain that women are as successful teachers as men, and with young children more so. The very great number of women, as compared with men, now in the teaching ranks, cannot fail to have its influence on the permanency of the profession. That influence will not be in the direction in which many would like to see it exerted. The great majority of those ladies who enter the profession do not look upon it as a permanent employment. However, in this country at any rate, it seems so far to be impossible to devise any plan to retain male teachers permanently in the work without making our educational system too heavy a burden on the taxpayer.

THERE is a restaurant in Philadelphia in which appears the following sign:—"Ici on Parle Francaise. Hier Deutsche Gesproken Werden. And Plain United States Spoken Here." This would make an excellent motto for the *Atlantic Monthly*, the July number of which we have just received. This number gives abundant evidence of what we mean. It takes in lofty and refined subjects, but also indulges in articles which are written in "plain United States." For example: It has the already well-known continued stories by Oliver Wendell Holmes and Charles Egbert Craddock, upon which no doubt each has by this time formed their estimate; it contains a dignified poem by J. G. Whittier; a serious paper on Mark Pattison and Henry Taylor; and a thoughtful essay on childhood in mediæval art. But it also contains articles which give signs of a want of that high culture and deep thought which we should expect from a magazine of the name and fame of the *Atlantic Monthly*. "The Singular Case of Jeshurun Barker" in which the said Jeshurun Barker is described as one in whom "that wonderful mirror in the brain, which we call memory, was simply reversed, so that instead of reflecting the past it reflected the future, and the boy, instead of remembering backward like ordinary people, remembered forward," might have been treated much more readably despite the absurdities. "On Horseback" contains curiosities—to use a euhemistic phrase—of expression that cause one to open one's eyes somewhat with wonderment.

"Just then the horse stepped quickly around on his hind feet," is one which will give a sample of the kind of expression we mean. Amongst the other contents of this number are:—A Mexican Vacation Week; A Country Gentleman—XX, XXIII.; A Bit of Bird-Life; China Speaks for Herself; Daniel De Foe and Thomas Shepard; South-western Kansas seen with Eastern Eyes; Garibaldi's Ideas, etc.

THERE has been an important change made in the law relating to agreements between trustees and teachers. We regret to say that some teachers have been known to engage with several boards, and then of necessity to violate all but one of the contracts. A clause has been inserted in the School Act in order to make such conduct punishable. Hereafter any teacher who wilfully neglects or refuses to carry out any agreement at Common Law with a board of trustees, is liable to have his certificate suspended. This suspension continues until the case is decided by the Minister of Education, to whom it must be reported. The last session of the Ontario Legislature has been fertile in changes in the school law. One of these will do much to settle a question which has often been a vexatious one—the proportion of salary to which a teacher is entitled for the holidays following his engagement. The law is as follows:—Every qualified teacher of a public school employed for any period not less than three months shall be entitled to be paid his salary in the proportion which the number of teaching days during which he has taught, bears to the whole number of teaching days in the year. This change will be a satisfactory one. It proceeds on the principle of paying in proportion to the amount of work actually done. Some time ago the law required public school trustees to furnish adequate school accommodation for all actual resident children between the ages of five and twenty-one years. This has undergone a change. As the law now stands they are required to furnish adequate school accommodation for two-thirds of the actual resident children between these ages, as ascertained by the municipal census for the preceding year. It was found that the attendance was seldom, if ever, more than two-thirds of the school population. It was manifest that an alteration was necessary. The attention of readers is specially called to another change in the law which is of great importance. Trustees are now required to pay the salaries of teachers quarterly, and if necessary to borrow on their promissory note, under the seal of the corporation, at interest not exceeding eight per cent, such sums as may be necessary for that purpose, until the taxes are collected. Teachers in rural schools will find the alteration a great advantage to them.

## Literature and Science.

### TO LEUCONOE.

HORACE, ODE 9, BOOK 1.

SEEK not to learn, 'tis wrong to know  
 What is our fated term of years  
 Both mine and thine ;  
 Nor pry into the schemes of Babylonish seers.  
 'Tis better far, Leuconoe, to bear the future as the  
 past,  
 Should Jove grant many winters more, or make  
 the present one our last,  
 Which wrecks the Tuscan billows on a hostile  
 time-worn coast.  
 Thy wisdom show ; go strain thy wine ;  
 Curtail thy hope ; life's short at most.  
 E'en while we two are talking, grudging time has  
 quickly lapsed away—  
 Least believing in the future, seize the pleasure  
 of to-day.

R. W. WILSON, LL.B.

Cobourg, May 29th, 1885.

### THE STUDY OF HISTORY.

JAMES ANTHONY FROUDE.

MOST educated people have heard a story about Sir Walter Raleigh in the Tower : how, when he was writing "The History of the World," he heard some disturbance outside the walls. How he asked one person for an account of it, and got one answer : how from a second he got another answer, and from a third, a third, and then reflected on the work on which he was himself engaged, composing a narrative of all the acts which had been done under the sun, each one of them liable to be explained as variously, and with the same chance of error, as the single incident which eye-witnesses described to him so differently.

If Raleigh was startled, the reflecting reader in these last decades of the Nineteenth Century may be startled with even better reason ; for the modern historian is not contented with the mere facts as they come down to him in received tradition. He interprets them afresh. He divines causes and tendencies. Having so large an area before him, he must accept the facts as he finds them with slight independent inquiry, though he knows how uncertain many of them may be. Laws, legends, poetry, romance, flow into the mass of his general material. He re-estimates the characters of the men and women who have played their parts upon the stage. He sits in judgment on their conduct ; discovers, on grounds which seem probable to himself, why they acted, and how they might have acted better ; distributes freely his praise or censure, and at each step introduces new elements of possible mistake.

Again, the world has not stood still since Raleigh sat writing in his prison. Even for the world that then was, materials immeasurably greater than he possessed now offer themselves to the student of antiquity or of

the Middle Ages. If they assist him in one way, they embarrass him in another ; for if he wishes honestly to know the truth and tell it, each new fact that comes before him only shows him how much more he has to learn before the fact itself can be adequately comprehended. He that "increaseth knowledge [on these distant matters] increaseth sorrow," and perplexity along with it.

But besides this, a new era has come into existence. Three more centuries of human life, immeasurably more complex, immeasurably more extended ; new nations, new beliefs, new knowledges, new habits, new aspirations—and in the midst of them infinite new personalities ; eminent upon the surface of this mighty ocean of things and struggling in the waves ; some riding on them victoriously, some tossed to and fro, as the playthings of accident or destiny ; while the consummation, to which the restless movements of this modern epoch are tending, is still hid from our eyes. The Empire of Asia, the civilizations of Greece and Rome, Mohammedanism and mediæval feudalism, we can see in their rise and in their decline. The impulses which are now at work upon the globe, and in all parts of it, are driving forward its present occupants upon lines which, for our own satisfaction, we call progressive ; but of the end to which we are progressing we know nothing.

Each successive generation changes faster than our ancestors changed in a century. Every alteration as it comes is welcomed as an alteration for the better, and the welcome itself is part of the phenomenon. Our fathers thought that the Golden Age was in the past. To us the Golden Age is rising over the horizon, and is perhaps for ever to rise. People most influenced by the modern spirit think and talk as if it had been always so, and as if the human race had been advancing on a steady line of progress from the beginning. Yet we pause, some of us, at times, to ask if this is really true. It may be, that "through the ages"

an increasing purpose runs,  
 And the thoughts of men are broadened by the  
 process of the suns

Yet it is sadly certain also that nations, commonwealths, institutions, creeds, have been mortal, as we are ourselves ; that they have passed through the same stages of youth, maturity, corruption and death as each of us passes through. It may be that the future will be like the past, and that to everything that has an organized existence there is an appointed growth, an appointed decline and end.

Therefore we ought to moderate our enthusiasm, and when we study the things that have been, to consider that we cannot know them well enough to forecast the future. There is a proverb which everyone's experience will verify : that "nothing is certain but the unforeseen"

The future rises out of the past and the present. If we knew the past and the present completely, the future would be as certain to us as a conclusion in geometry. But now and always, the thing which actually happens is what no one has anticipated, and proves the inadequacy of the wisest insight. When we have a long series of events, one following out of another, we can see to some extent how effect and cause have been combined, but only imperfectly and to a very limited extent, for the record is always imperfect, and the true cause may be out of sight. Slight, however, as the direct instruction may be which can be gathered out of history, we feel instinctively that we cannot live upon the earth, each generation of men like each generation of animals, as if we were new creations, with the past a blank to us. The conditions of our existence make this impossible.

History is not made, but grows spontaneously. Every old cottage in a modern English village has its family traditions. The old people tell the children, not always very accurately, how things were when they were young. When they are taken to the parish church, they hear the names perhaps of the pious founders, who built it long ago. They see the monuments on the church floor of mailed knights who fought in Palestine. A sword, or a scutcheon, or a tattered flag reminds them of some gallant youth of later times, who has been killed in battle in the last century. Finding the sermon tiresome, they spell out inscriptions on the mural tablets, which tell them a hundred things in which men took a part whose dust now lies under their feet. Exactly thus, organically, and with but slight alteration of form, history began originally to be composed. The early annals of all nations have been uniformly of the same character.

#### LEGEND AND TRADITION.

Collections of old stories shape themselves into a universal tradition. Napoleon called the most finished modern history "a fiction agreed upon." In the unconscious ages the agreement is spontaneous. What is dull or unprofitable is rejected. What is bright and beautiful, what is awful and terrible, is remembered. Reality and romance, the natural and the supernatural, are woven together in one texture, and the art of letters being unknown, are thrown into verse, that they may be the easier kept in memory. It is half a dream, but it is perfectly sincere—sincere though each new ballad-singer reshapes the story to his own mind. By-and-by the legend fixes itself in written annals. It is still sincere, but it is still local, half true, but also half false. The Saxon chronicle tells of the fleets of marauding savages which came annually from the North. Their atrocities are described with a shudder, and the Egberts and Alfreds, who fought against

them, are honored and admired. We accept the chronicle, and shudder along with it, till we read the Norse sagas, and there we find that these "savages" were like the heroes of the Iliad; that they too were as admirable in their way as the Saxons in theirs. One mythology is then set beside another, and a mixed result comes out of them, an epic on a wider scale, but composed entirely of mythological materials.

From annals and sagas we turn to a modern account of early English history, composed for use in the nursery. Have we escaped from mythology? Not the least. We have only altered the character of it. The writer goes to his authorities, takes what he wants, and adds what he thinks necessary. He drops the supernatural, but he puts a moral in the place of it. He feels that for young people the lights and shades must be strongly marked, in a shape which they can comprehend. Sinners and traitors are censured, saints and patriots are applauded, and he divides the goats from the sheep, often mistaking one for the other. But his object is to impress upon his readers that there is a righteous Providence in this world which rewards good people of the easily intelligible sort, and punishes bad people. So long as crime is seen to be revenged and virtue to be rewarded, his chief purpose is attained, whether the persons so treated be accurately conceived or not. A wholesome lesson is conveyed, and that is enough. But it is mythology. It is not history, not literal fact, but fact colored by imagination and belief.

Men like Offa, or Dunstan, like Knut, or St. Olaf, are not to be understood on easy terms, or to be easily judged when they are understood. But boys and girls ought not to be puzzled with psychological problems. The figures brought before them must be labelled bad or good, or they will gain nothing; and if they are to read history at all to any useful purpose, it must be history of this kind. In the books which I read when I was a child, the English always beat the French, while in the French books it was the other way. But neither English boys nor French boys get any harm from the flattering legend. It taught them each to be proud of their country and countrymen, and the impression when wrong could be corrected afterward. Even the writers of such books, though less innocent by far than the old bards and Scalds, need not have been consciously insincere.

From school histories we advance to the more complex; to histories compiled on the lines of some special creed, whether religious, or national, or political. When men are writing for men in an age, especially so enlightened as ours, we might now at least expect to escape the mythological circle; but we shall find that we have not got around

the border; if we can even cross it. O modern Europe we have Catholic histories and Protestant histories, each dealing with the same periods, the same facts, the same persons, yet producing effects precisely opposite. To the Catholic the rule of the church was the rule of Christ; the revolution which overthrew it was a wicked rebellion, and the leaders of it were as abandoned in their characters as the cause which they maintained was detestable. To the Protestant the church was saturated with lies and hypocrisy. The reformers were men of pure characters and honest minds, who were forced in spite of themselves into revolt by the monstrous nonsense which they were called on to believe, and by the intolerable cruelties with which it was forced upon them.

The Catholic holds that the Reformation was the triumph of evil, and that the world ever since has been growing worse. The Protestant regards it as emancipation from spiritual tyranny and the evident source of everything great and excellent in later society. Each of them can make a case for himself clear and convincing, till the other is heard. He makes it by giving prominence to everything that favors his own view, and omitting what discredits it, by accepting every assertion as proved which blackens an adversary or glorifies a friend, and by claiming as its own whatever is undisputably good, whether belonging to it or not, and by crediting every acknowledged evil to the opponent's account. Such histories may be amusing, but histories in the right sense of the term they are not.

#### TWO SIDES OF HISTORY.

It is difficult to find an impartial history, and some writers try to balance one account against another, hoping to reach the truth in this way. But this is like trying to secure white light by mixing complementary colors. Instead of white there comes out neutral mud. I myself began once to study the Sixteenth Century by examining opposite English authorities, and I thought I was succeeding till I read Spanish literature, and gained an insight into Spanish character. I then came to see that the line of division between Catholics and Protestants was no clear division between good and evil powers, but that on both sides there was equal nobleness, equal chivalry, equal conviction of the goodness of the cause for which each was contending, that the conclusions I had been arriving at were worth nothing at all; and that I must examine the whole subject again from the bottom.

Again there are beliefs in politics as there are beliefs in religion, and the effect of them upon history is the same. Macaulay implies that sound intelligence and proper feeling is the distinction of the Liberals; that with the advance of Liberalism the human race grows

everywhere happier and more enlightened. Sir Archibald Alison writes his history of Europe to show that Providence is always on the side of the Tories; that Toryism is the thing that brings happiness, and that Liberalism means revolution and anarchy. Both these views may be false. They cannot both be true. But those who hold one or the other hold them in entire sincerity. They see what they wish to see, and their passions determine their conclusions. We feel instinctively that each writer drops unconsciously what does not suit his argument, and fuses such facts as make for him in imaginative sympathy to make his picture effective. We have still myth before us, and not truth. If fact and nature spoke so clearly, as popular historians would have us believe, we should all of us have been converted long ago to the same opinion, whatever it might be. That we are not all of the same opinion proves that nature does not concern herself with political party dissensions, and moves in a larger and grander orbit.

Again we have what are called "Constitutional" histories, histories which set out with the assumption that all well-ordered countries tend to self-government, that there is an inherent right in all people to manage their own affairs, which gradually establishes itself, and that special function of history is to show how the result is brought about—a plant evolves itself out of a seed into stem, leaves, flowers and fruit. The constitutional historian shows us a commonwealth rising out of anarchy, passing through monarchy, aristocracy, and finally into organized democracy, as if each step was necessarily an improvement, and as if the last consummation of the tendency was a final permanent condition which would then last forever. It is like the novelist who when he has well-married his hero and heroine has no more to say about them; though they are but launching their vessel out of port, and have still the ocean of life to cross with its waves and currents. The historian's account may be accurate as far as it goes, but the supposed completeness is a dream. Nor is it more than an assumption that people have an "inherent right" to govern themselves. The inherent right, for all that we know, may be to be wisely and justly governed by others better than themselves. If the end of life is that men should be good and happy, they have lived well and happily under all forms, and have lived ill and miserably under all. Pope says:

For forms of government let fools contest:  
Whate'er is best administered is best.

Pope lived before modern Democracy was full-fledged, and with our advantages might have thought differently. But also he might not have thought differently. The supreme excellence of the constitutional system seems evident to us because it suits our present condition; but it is still an opinion, not a demonstration of reason or even proved by universal experience; it is an opinion erected into a truth by emotion and interest—which may need correction hereafter—as much as a belief in Fairies or the Olympian Gods.—From the "Youths' Companion."

(To be continued.)



### Educational Opinion.

#### "EDUCATION DAY" AT THE NEW ORLEANS EXPOSITION.

At a meeting held 12th May under "The Oaks," in the Exposition grounds, J. G. Hodgins, LL.D., one of the educational jurors, from Canada, spoke in substance as follows:—

MR. PRESIDENT, LADIES AND GENTLEMEN:—

I feel honored at being permitted to take part in the proceedings of to-day. I have had for many years a more or less intimate knowledge of the progress of education in various States of this great Republic. But my experience during the last few weeks, as an educational juror, has impressed me very deeply with the fact that great and substantial advance has been made in every direction since the Centennial Exhibition of 1876.

I have been requested to represent Canada on this occasion, which I do with pleasure. As a subject of Her Majesty the Queen in that Dominion, I desire briefly to refer, first, to the state of education in our dear old mother land of England. Having recently visited that country, I can speak from personal knowledge. And I am glad to say that since the passage of what may be called the "charter" (education) Act of 1871, great and very gratifying progress has been made. The number of pupils attending school in England has immensely increased, and the parliamentary grants and local rates have, in the aggregate, been somewhat munificent. The general tendency of public sentiment in England is in favor of still greater efficiency in the various departments of popular education, and also of its further expansion to meet the needs of all classes of the community. Some difficult and trying questions, too in the educational problem have been practically solved—particularly those relating to local school rates—the inherent right of children to education in the schools or elsewhere, and the more difficult one of religious instruction. At all events, in the near future these questions will cease to be subjects of such bitter contention as heretofore amongst the educators of England.

What I say of England is also largely true of the sister kingdoms of Ireland and Scotland. For fifty years a national system of education has been in efficient operation in Ireland, while the schools of Scotland have long been, especially of late years, famous for their numbers and excellence.

As to the Dominion of Canada, which I have the honor to represent on this occasion, I may say that there are in that Dominion seven Provinces, not including Newfoundland, nor the vast Territories in

the North-West—now unhappily in a partial state of insurrection among the half-breeds and Indians. The brave and enthusiastic volunteers which have so nobly responded to the call of duty and gone out from each of the provinces will no doubt soon restore peace and harmony in the disturbed districts north of your Territory of Montana.

I may here give a brief statement (so far as I can) of the condition of education in these provinces:—

PROVINCES.	No. OF SCHOOLS.	No. OF PUPILS.	EXPENDITURE.
Ontario.....	5,362	464,369	\$3,108,429
Quebec.....	5,039	245,225	(not reported)
Nova Scotia.....	1,943	98,307	612,889
New Brunswick....	1,447	66,775	(not reported)
Prince Edward Isl'd	484	21,843	142,319
Manitoba.....		(no report)	
British Columbia...	53	2,693	60,758

I would just mention one or two things which have struck me very forcibly while acting here in my capacity as an educational juror.

No one can visit the French educational exhibit without being profoundly impressed with the wonderful extent and completeness of that exhibit. The exhibit, too, under the direction of my friend, the commissioner from Japan, (Mr. Hattori,) was to me a complete and most gratifying surprise. Not that I did not expect an advance even upon the excellent educational exhibit from Japan which was seen at the Centennial Exhibition of 1876. But I was scarcely prepared for the very complete and most admirable exhibit in the various departments of education from that wonderfully progressive country, including examples of work from the primary school up to the university, which Mr. Hattori so fully and so courteously explained to the jurors.

In speaking of the French educational exhibit, I cannot too strongly emphasize our estimate of its completeness and of its great practical value. The variety and extent of the multitudinous appliances for the work of the schools and colleges was the subject of constant remark and commendation. The French seem to have excelled themselves in the beauty and finish, as well as excellence of chart and model, map and varied illustration of the subjects which go to make up the curriculum of study in each of the primary, intermediate and higher schools of France. To our most courteous friend, M. Buisson, we were all indebted for a most satisfactory explanation of the many points of interest in the great exhibit from France.

There were one or two features in the French and Japanese exhibits which are of special interest. In the French, for instance, the great variety of examples of industrial work from schools of all kinds. This is an entirely new feature, and quite a new departure in the schools of France. Within the last few years industrial education has been made compulsory in that country. The effect of it has been

remarkable, as the extent and variety of the work of the pupils exhibited abundantly testify. Time will not further allow a reference to other features of this remarkable exhibit. Those present can see and judge for themselves.

In the Japanese exhibit the inventive skill of the nation is admirably illustrated in the extent and variety of their educational appliances. In the kindergarten they are unequalled. Their collection is unique. In elementary science, simplicity and cheapness of illustration are combined in a remarkable degree. While in the appliances for higher education in the college and university they have in some things surpassed even France herself.

I shall not be doing justice to other parts of the great exhibit if I did not refer to the very extensive and admirable collection of the Christian Brothers, under the direction of our excellent friend, Brother Maurelian, President of the College of Memphis. That exhibit is one of the most interesting in the Exposition. Its educational appliances are admirable, while the benevolent and truly Christian work done by the "Catholic Protectory" was a surprise and a gratification to myself and to other members of the jury.

Then the work exhibited by the Freedmen's Aid Society of the M. E. Church was most interesting. It gave to those of us from foreign countries a vivid practical insight into the self-denying labors of that great organization for the education of the colored race in thirteen of the Southern States. The exhibit of the American Missionary Society was also interesting and valuable, while the extensive exhibit in one of the galleries of various colored schools in several States was both unique and instructive.

I shall now for a few minutes briefly refer to two or three questions to which educators in the future will have to give heed. We have not reached our present proud position in the matter of popular education without a great struggle and without passing through many a conflict. Others may loom up in the distance which may, or may not, be as formidable in their character as those we have had to deal with, but yet they may be no less inimical to the cause which we have at heart.

First: An objection is frequently urged that we are educating the people overmuch, and thereby unfitting them for the practical and homely duties of life. This is an old cry dating back many centuries, but in a new form—that we are disturbing the social relations of the various classes in the community—that we are bringing these classes too near together, and that the necessary distinctions between the artisan and the professional man—the employed and the employer, are being almost obliterated—in fact, that the tendency of this over-education is to make "Jack as good

as his master," and that thus we seek to overturn the very foundations of society.

The simple answer to all this is that we are but endeavoring to reach a higher plane of intelligence, to equalize it, for those classes which were hitherto kept in ignorance—often designedly so: that the age and our country demand that this ignorance should be removed; that the general enlightenment of any community or people is a real substantial boon conferred upon that community or people; that in this general enlightenment of the age, the relations between employers and employed will adjust themselves, and that educated labor is more valuable and less expensive to the employer than unskilled and uneducated labor.

Another objection is that in certain other classes, which afterwards live, as it is said, by their wits, we merely develop their mental powers, and thus make them clever in the ways of wickedness and dishonesty. It is true that hitherto national systems of education did not pretend to do more than give an intellectual, and, as far as possible, a moral training. Of late years, however, the force of the objection made has been felt, and France and England and some other countries have sought to practically meet it. Within the last three or four years it has been decreed in France, and is now the law of the land, that all education in primary and intermediate schools must include in it, industrial training also, and that thus a practical direction shall be given to the intelligence acquired at school. The result can be seen in the extensive school industrial exhibits from France. England is addressing herself (as Germany has done for many years) to this great educational reform, and in many of the exhibits here I am glad to see that the subject is receiving practical attention in several States.

The third and only other objection to which I shall have time to refer comes from an unexpected quarter—from a distinguished authority on educational subjects—Herbert Spencer. In a series of articles published in the *Contemporary Review* last year, Mr. Spencer, under the head of the "Coning Slavery," discusses, among other things, the evil of admitting the principle that education should be directed by the State. He says:—"Legislators, who in 1833 voted £20,000 (\$100,000) a year to aid in building school houses, never supposed that the step they then took would lead to forced contributions, local and general, now amounting to £6,000,000 (\$30,000,000); they did not intend to establish the principle that A should be made responsible for educating B's offspring," etc. He further illustrates the point which he wishes to make against State systems of education.

It is difficult in a brief address like this to offer anything like a reply to so distinguished an authority as Herbert Spencer,

especially as he is in fact discussing the broader principle of allowing government to absorb so many things under its control, such as railroads, telegraphs, care for the poor, etc. All I can say is, that the tendency in the present day is to a division of labor; and if in free countries, like yours and ours, the people (with a view to efficiency and economy) decide that the Government should control and direct these things, who can reasonably object to its doing so?

Amongst the mottoes which adorn the display of the United States Bureau of Education, I notice one which speaks of education as the basis and safeguard of republican institutions. True; but no less so is it the basis and safeguard of good government in monarchical countries also. No monopoly can be rightly claimed by any country in the matter of education or in the blessings which it confers.

One of the great features of the exhibition is the display of the provision made for the education of the colored race; and the result of the extended experiment now being made towards that end is shown. As a British Canadian I greatly rejoice at what I have witnessed in this direction. The various Southern States and the Freedman's Aid Societies from the North—Methodist, Congregational, Presbyterian, Baptist and Roman Catholic—vie with each other in this great and benevolent work. I am rejoiced to know from the Director General of this Exposition that as soon as the burthen of war debts is removed from these States, they will put forth their best efforts to educate and uplift the colored race.

I cannot close without a reference to the great work being accomplished each year by that distinguished man who presides over the Bureau of Education at Washington. I refer to General Eaton. His successive reports are mines of educational wealth. They have aroused and stimulated educational workers everywhere. Their fulness and comprehensiveness have been a marvel. They have been eagerly welcomed everywhere, and no less so in Canada, where they are highly prized as invaluable storehouses of information and of the practical details of educational labor all over the world. I hope that he may long be spared to carry on the good work in which he has been so ably and so successfully engaged.

#### AN AUTHOR'S MEANING.

It is very difficult in some cases to understand precisely what is attributed to another writer when his opinions are cited in some indirect way. For example, a newspaper critic finishes a paragraph in these words: "Unless, indeed, as the *Pall Mall Gazette* has said that it is immoral to attempt any cure at all." The doubt here is as to what is

the statement of the *Pall Mall Gazette*. It seems to be this: *it is immoral to attempt any cure at all*. But from other considerations foreign to the precise language of the critic, it seemed probable that the statement of the *Pall Mall Gazette* was *unintended*, indeed, *it is immoral to attempt any cure at all*.

There is a certain vague formula which though not intended for a quotation, occurs so frequently as to demand notice. Take for example: ". . . the sciences of logic and ethics, according to the partition of Lord Bacon, are far more extensive than we are accustomed to consider them."

No precise meaning is conveyed, because we do not know what is the amount of extension we are accustomed to ascribe to the sciences named. Again: "Our knowledge of Bacon's method is much less complete than it is commonly supposed to be." Here again we do not know what is the standard of common supposition. There is another awkwardness here in the words *less complete*: it is obvious that *complete* does not admit of degrees—*Isaac Todhunter*.

THE teacher who would be successful must win the confidence of his scholars and be in sympathy with them; he must know their nature, their surroundings, and their needs. In no way can he better do so than by visiting them at their homes. He thereby shows his interest in them and wins their love. Is it not a fact that the progressive spirit of the times demands that, in the education of boys and young men, the practical must be held above the theoretical, and the useful must supersede the merely ornamental? Hence the necessity for institutions where students may be fitted to their places as active workers immediately upon leaving school. In order to be a successful teacher of boys it is necessary to be their friend. It is necessary not only to take an interest in seeing that their lessons are properly recited, but to be sure also that they understand what they are doing, and take an interest in it; make them feel that it is their business now, and that their future success in business depends on their doing their work well in the present. Boys like a friend—not an overseer. Education is well. Draw out of a soul all you can. There are some inspired teachers who can draw out of the blossom sweetness and light. Not one in a thousand of teachers is inspired. These other nine hundred and ninety-nine cannot draw anything out of any soul. Let it content them to furnish food whereby the soul may grow; that is, by becoming instructed. Such uninspired teachers may, in their haphazard, or dull, plodding way, assist some ravenously soul in finding his path to the tree of life, although they themselves have never tasted one of its leaves.—*Selected*.

TORONTO:

THURSDAY, JUNE 25, 1885.

## UNIVERSITY FEDERATION.

The public at large through the press has had another opportunity of hearing the opinions of those whose opinions are most worth hearing upon the subject of university federation. The Rev. Drs. Nelles and Sutherland have spoken upon it at length at the Methodist Conference, Dr. Wilson has once again given publicity to some of his views in a letter to the editor of *The Globe*, and at the annual convention dinner of the University of Toronto it had more than its share of attention.

Dr. Nelles's remarks are worthy of close consideration. In a speech on the fifth day of the session he pointed out that Victoria could not continue to exist as an independent university on an income of \$20,000 a year, and that its receipts at present were not \$19,000. He showed how superior were the inducements which University College held out to students. He looked upon the scheme as a good one, but asserted that he was in no mood to precipitate its adoption, although it was "an honest, well-meant endeavor to settle the great controversy between the universities of this province." He also withheld his decision on the question of the feasibility of removing Victoria to Toronto, but remarked that he was far more in favor of remaining at Cobourg than many of his hearers gave him credit for. Nevertheless, he went on to show that the vast majority of Methodist people were in favor of moving to Toronto. This point would be determined next year by the Supreme Court of the Church, the General Conference.

The Rev. Dr. Sutherland commenced a speech directed against the scheme of federation by showing that the Methodists would stand in the proportion of one to eight on the senate of the federated university. He did not look upon the proposed union as a union with friends. Referring to the asserted advantages of Toronto he placed against these the temptations of Toronto, which, he declared, were in the ratio of a hundred to one as compared with those of Cobourg. He doubted the reported benefits said to accrue to students at University College on account of the society of Toronto. With one

university repudiating them entirely, another giving a reluctant consent, and certain other colleges protesting against the guarantees required, he thought his hearers would agree with him that the eagerness some of their friends were displaying to accept it was an undignified position for the Methodist Church of this country. If Victoria came to Toronto, it could not possess a theological school of less pretensions than McMaster Hall, which meant an expenditure of \$75,000. He firmly believed the federation scheme was disadvantageous to the cause of higher education in Ontario. Monopolies were dangerous—never more so than in education. He objected further to the scheme because it would result inevitably in the destruction not only of Victoria, but of the arts college and of their entire educational policy except as regarded the theological college. There was not one institution connected with their Church which had given them more influence and prestige in Ontario, and beyond Ontario, than this very University of Cobourg. Federation meant an irreparable loss to the Methodist denomination; it would destroy the influence of Victoria altogether, and throw their graduates loose on the country with no Alma Mater to look back upon.

Dr. Wilson, in his letter to *The Globe*, dwells on the many important concessions University College is called on to make for Victoria's special benefit. He points to the incalculable good the University of Toronto has effected, and laments the proposed change of name which shall make it known hereafter as the University of Ontario.

We have purposely reviewed at some length the public statements of these eminent gentlemen, because what we propose here to do is to animadvert upon them and upon these animadversions support the view we have already taken upon this subject.

Were an outsider to regard the expressions of the three gentlemen mentioned above, what would in all likelihood be the conclusion to which he would come as to their respective views? Would he not see in each of them a one-sidedness, a want of breadth, a tendency to look at the question from a single standpoint? Dr. Nelles regards university federation from the standpoint of the Principal of Victoria, Dr. Sutherland as a Methodist, Dr. Wilson

as President of University College. If we look carefully at what each of these has said—and we believe we have reported their statements accurately—we cannot but see this. And it is this partiality that is so inimical to the proper discussion of the problem, it is the knot of the whole skein, the fulcrum on which all the powers turn. If federation is to be, it can only be brought about by the elimination of this destructive factor. According to Dr. Nelles it is not "a scheme that had been a gratuitous and superfluous invention or creation of some man who thought he might distinguish himself by creating a rebellion in the higher educational work of the country. The scheme had a historical origin, and had sprung out of the necessities of the case. It was an honest, well-meant endeavor to settle the great controversy between the universities of this province, which, to his certain knowledge, had run on for thirty-five years." If this be so, it must be approached in no party spirit; individual likes and dislikes must be abandoned, petty jealousies must be flung aside.

The higher education of the youth of a state is not a thing to be regarded in any trifling manner; it is not a trivial matter, to be judged according to the dictates of personal idiosyncracies, or isolated creeds. It is a sacred trust, and the trustees should be men who will sacrifice all for its true and proper dispensation.

This is no vague or theoretical aspect of the question; it is an aspect on the significance of which too much stress cannot be laid; for until it is regarded in this pure, unbiassed, unprejudiced manner, nothing can come of it. If we ask only how Trinity can be glorified, how Methodism may be strengthened, how Presbyterianism shall be increased in power and influence, how University College may maintain its prestige, then good-bye to higher education as far as university federation is concerned. When our leading educators see that *these* are not the aims of university federation; when they see that the true aim is how best to attain the highest system of education possible for the young men and young women of Ontario, then, perhaps—but not till then—federation will have a local habitation and a name. We hope we have placed this side of the question in its strongest light. It cannot be placed in too strong a one.

BOOK REVIEW.

'Varsity Book: Prose and Poetry; Toronto: 'Varsity Publishing Company. 200 pp. 75 cents.

The publication of this little *hijou* edition forms, we think, an epoch, not only in the literature of the University of Toronto, but in that of the Province as a whole. The excellence of its contents has already received notice from the public press, and we can here strongly endorse that verdict.

The book is a valuable one. And from this point of view:—It is the production of graduates and undergraduates of the University of Toronto: young men actively engaged in the cultivation of their minds; with their thoughts employed on a variety of subjects; looking forward with hope into a future in which they shall be able to use those thoughts and bring that cultivation into play. This 'Varsity Book is a sample of what they are now doing and thinking about; is a test of the culture at which they have arrived; a clue to their standard of taste; and a general index of their line of thought and mode of expression. On this account, we assert, it is by no means a work to be thrown lightly aside by the older members of the reading public as of no value because merely the product of a few youthful minds. It is amongst these youthful minds that we must hereafter look for our leaders of thought, progress, and government. And what is the bent of these minds cannot but be a question full of interest to all.

The little work before us shows clearly, as far as it goes, this bent, and few will hesitate to concede that it is full of promise, that the Province may be truly pleased with the body of educated youth thus fearlessly and publicly, yet modestly, giving evidence of its powers; and may also be equally pleased with the system of education which has been able to produce such a body of men.

The book naturally bears strong evidences of the impulsive and impatient nature of youth. There is much about "enchanted moon-lit moments," "my loved one" and "thy loved one," "wasted kisses," "haleyon years," "O that" this and the other, "other selves," "tender yearnings," and the general paraphernalia of young poets.

But this is far from a blemish. Indeed, to not a few of us, even if it raises a smile, it will be a smile of regretful memories rather than of cynical contempt. If we look below this, however, we shall find much strong and deep thought, wide reading, not a little experience of the hardships of life, large acquaintance with the leaders of thought not limited to one age or one country, high principle, noble effort, and all combined with elegance of treatment, and felicity of expression.

There is here and there a want of extended view. But perhaps the touchstone of cosmopolitanism should not be brought to bear upon the productions of the youth of a colony.

Amongst so many and various pieces of excellence—both in prose and verse—it would be invidious, indeed impossible, to choose selections which could in any way give an example of the merits of the volume. The following, however, will, we think, please all our readers. But we again remind them that no type of the contents is possible in two short excerpts:—

VERSES.

O murmur, murmur little stream,  
Drink, drink your draught to time and me;  
Laugh, laugh, and lull to sleep the beam  
That wanders with you to the sea.

O ripple, ripple, as you flow,  
And wander by the dreamless dead;  
Arms ever folded as you go,  
They never, never turn the head.

O little stream, laugh, laugh along,  
Leave no slower thirsting on the plain;  
For suns may die and years are long,  
But you can never come again.

O murmur, murmur little stream,  
Drink, drink your draught to time and me;  
Laugh, laugh, and lull to sleep the beam  
That wanders with you to the sea.

W. W. CAMPBELL.

SPECTACLES.

On the borderland between the university and the world we are very apt to put on our spectacles with the letters B.A. written large upon them, and wonder how the uncultured crowd can endure their uncultured existence. Be not so hasty, friend. Is it such a great difference after all that separates us from the stupidest amongst men? In any infinity of ignorance finite differences make little count. Do you think that the infinite universes know which one of us has a B.A. and which one has not? Havn't Shakespeare's fools taught the world wisdom? Didn't Degberry persist in being written down an ass. From every man and woman in this world we can learn something, and it is the worse both for us and them if all that they can teach us is that there are such men and women. The prayer of Ajax was for light: by all means let the world have light. Light is, however, not necessarily spelt B.A.

T. C. MILLIGAN.

The contributors to this little volume are: D. B. Kerr, A. MacMechan, Agnes E. Wetherald, R. E. Kingford, W. W. Campbell, R. Balmer, T. B. P. Stewart, Frederic B. Hodgins, Daniel Wilson, W. H. Blake, F. H. Sykes, W. A. Shortt, J. H. Burnham, C. Pelham Mulvany, W. J. Healy, A. Stevenson, H. E. Irwin, H. St. Q. Cayley, J. M. Lydgate, Maurice Hutton, T. Arnold Haultain, H. K. Cockin, J. McDougall, W. H. VanderSmissen, J. H. Bowes, T. C. Milligan, M. S. Mercer, D. J. MacMurchy.

We recommend all to peruse it.

BOOKS RECEIVED.

*Selected Words for Spelling, Dictation, and Language Lessons.* By C. E. McIneny and Wm. M. Giffin. New York: A. Lovell & Company, 1885. From the publishers.

*Practical Work in the School Room, Part I.* A Transcript of the Object Lessons on the Human Body given in Primary Department, Grammar School No. 49, New York City. Pupils' Edition. New York: A. Lovell & Company, 1885. From the publishers.

OUR EXCHANGES.

AMONGST our exchanges this week are:—*Harper's Weekly*; a *Journal of Civilization*. The last number is a particularly good one.

*The Current*, Chicago, is always welcome. Its columns are easy to read, and are filled by writers of so many different styles that they should appeal to a large audience.

*The Educational Gazette*, for June; Rochester, N.Y. This paper seems to be full of educational intelligence from all parts of the United States, but particularly from its own State.

*The Southwestern Journal of Education*; devoted to educational interests throughout the Southwestern States; Nashville, June, 1885. We notice in its columns an article, 'The Teaching of History, and another on the Study of English, which are deserving of special attention.

*The School Journal*, New York. This is one of our most valuable exchanges. Its editorials are clear, thoughtful, and so varied in their topics, as to cover the entire field. Many of the contributed papers reach a high standard of excellence. It is one of the very best of American educational papers.

*The Practical Teacher*, for June; Chicago: Teachers' Publishing Co. This journal is edited by Col. F. W. Parker, whose work at Quincy is noticed under Book Reviews. Its special aim is to be practical, as its name indicates. In this number some space is given to the discussion of examinations, which are treated in a way not specially complimentary to prevailing usage. Here, as elsewhere, extremes may meet.

*The Magazine of Art* is a periodical always opened with interest and curiosity. Its contents are so varied, its scope—owing to the wide area it covers—is so large, that everybody is sure to find something in each number suited to his particular tastes. The June issue is no exception to this. It opens with "Handel and His Portraits," profusely illustrated. The "poem and picture" this time is entitled "The Buried Mother." F. Mahal Robinson, under "The Romance of Art," writes on the cupola of Florence. Then follows "The River Dart." "Drawing in Elementary Schools" occupies nearly two pages. The historical article in this number is on mediæval head-gear. "Cinque-Cento Picture Windows," and an excellent and lengthy article on "Current Art," are amongst the rest of the contents.

*Books and Notions*: organ of the book, stationery and fancy goods trades of Canada. *The Nation*. *The Phonetic Journal*: published weekly, devoted to the propagation of phonetic shorthand, and phonetic reading, writing and printing. *The American Kindergarten Magazine*: edited by Emily M. Coe, Room 70, Bible House, New York. Price, 10 cents a number, \$1 a year. *Normal Index*: devoted to the principles of practical education, Middletown, Va. *The Heaton*, *The American Art Journal*, *The Literary World*, *The Critic* (Halifax), *The Week*, *Truth* (Toronto); *The University*: an independent journal of liberal education, in which are incorporated the *Weekly Magazine*, the *Educational News*, and the *Fortnightly Index*; *Home and School Visitor*: for boys and girls, published by D. H. Goble, Greensfield, Indiana; *University Monthly*, Fredericton, N.B.

## Special Papers.

### ENGLISH LITERATURE FOR ENTRANCE TO HIGH SCHOOLS.

#### XI.

OWING to the proximity of the High School Entrance Examinations which will take place before the next issue of the WEEKLY is in the hands of its readers the four remaining extracts are dealt with in this paper. Lack of space prevents the insertion of any matter save a few notes containing the information that has been asked for by some of the teachers.

#### BATTLE OF THE BALTIC.

This poem is well worth committing to memory. Not to speak of the good taste evident in the choice of words, its metre—the trochaic with occasional iambic feet—is well fitted to the description of the rapidly changing scenes of a naval battle. The peculiar effect of the ninth verse of each stanza will be noticed by every pupil.

The Battle of the Baltic, often called the Battle of Copenhagen, was fought on Good Friday, 1801. A league having been formed by Russia, Sweden, and Denmark, it became necessary for Great Britain to send a fleet to the Baltic. Admiral Sir Hyde Parker commanded, being assisted by Vice-admiral Nelson. On March 30 the fleet without serious trouble forced the passage to the Baltic by passing between Helsingör (Elsinore\*) on the Danish shore and Helsingborg in Sweden. The next day was spent in examining the position of the Danes before Copenhagen. On April 2 the English fleet left its anchorage at eight o'clock and at ten of April morn by the chime the conflict had begun, not however before three of Nelson's twelve ships had run aground. This diminution in Nelson's force made it harder on the ships remaining. Parker, after the battle had lasted three hours, during which time he had ineffectually endeavored to assist Nelson, gave the signal to retire. When Nelson had been told of it he exclaimed, "You know, Foley, I have only one eye. I can't see it," putting his glass to the blind eye. He then gave the signal for close action. Captain Rion, however, saw Parker's signal and in his effort to obey it was killed in the heavy fire he encountered on retiring from the mouth of Copenhagen harbor which he had been commissioned to attack. "These accidents," said Nelson, "threw the gallant and good Rion under a very heavy fire: the consequence has been the death of Rion and many brave officers

\* Elsinore (Danish Helsingør) alluded to in the poem is the famous port where the *SOUND DUES* were formerly collected. It is situated on the Danish island of Seeland, 24 miles W. S.W. of Helsingborg in Sweden, and 27 miles north of Copenhagen. The British fleet, in passing through the narrow passage sailed near the coast of Sweden and were thus beyond the reach of the Danish guns at Elsinore though the Sound is only three miles wide.

and men." About two o'clock the firing ceased along the Danish line, but fire was opened upon the men Nelson sent to take possession of the ships that had struck their flags. It now appeared that the battle was to begin again and as Nelson's ships were nearly all aground the result would have been fatal to him. To prevent this he sent a letter with a flag of truce to the *prince of all the land*, the Crown Prince of Denmark, and while the letter was being considered, succeeded in getting a few of his ships afloat. Owing to the confident language of the letter the Crown Prince consented to an armistice, and Nelson landed the next day, being, according to some accounts, greeted with cheers, *then Denmark hailed our chief*. After five days' discussion an armistice of fourteen weeks was agreed upon.

#### THOMAS CAMPBELL.

was born in Glasgow in 1777, and was educated at the University of his native place. When only twenty-two years old he published *Pleasures of Hope* which went through four editions in a year. In 1800 he visited the Continent and while there saw the decisive action by which Ratisbon was won by the French. It was during his continental trip that many of his most famous minor poems appeared. In 1802 he read *Lochiel's Warning* from the manuscript to Scott who was so much impressed with it that he recited it after once reading it.

*Gertrude of Wyoming* appeared in 1809. Although taking a prominent part in the establishment of the University of London Campbell was honored by being elected to the Lord Rectorship of the University of Glasgow. In 1842 he published the "Pilgrim of Glencoe." He died in 1844. "The diction of Campbell is elaborately choice and select and though he cannot be considered as a strikingly original or inventive poet, yet he possesses great sublimity in his war songs or lyrics, which form the richest offering ever made by poetry at the shrine of patriotism."

#### "THE OCEAN."

To praise this would be superfluous. It is by far the most poetical of the selections. It is dignified, stately, original, and almost as powerful as the ocean it describes. Let the students notice particularly the last stanza, and of it especially the closing words. The poet's confidence in ocean is very affecting.

The metre is the Spenserian. The class will be able from examination to ascertain the number of verses in a stanza, the arrangement of the rhyme, etc.

#### GEORGE GORDON LORD BYRON

was born 1788. His father was extravagant and Byron's education was neglected till he was eleven years old, when he inherited his

uncle's title and estates. After spending some time at Harrow he went to Cambridge where he studied everything but the prescribed work. "Hours of Idleness" appeared in 1807 and being severely handled by the *Edinburgh Review*, was followed by *English Bards and Scotch Reviewers* in which signs of great poetical ability were plainly evident. About this time he travelled in Greece and Turkey. In 1812 he published two cantos of *Childe Harold* which made him famous. *The Bride of Abydos* followed in 1813, and *The Corsair* and *Lara* in 1814. Owing to an unhappy disagreement with his wife he took a second tour of the Continent, where he completed *Childe Harold*, *Maximilla* and several dramas, and began *Don Juan*. His life became so dissolute that his friends were glad to see him take up the cause of Greece against Turkey, since it gave an opportunity for the exercise of the better parts of his nature. He went to Greece and in a short time did much to encourage and organize the Greeks, but being caught in a rain-storm he was attacked by fever, and died in 1824, not long after his arrival in the country. He is one of the greatest of our many great poets, his poetry being marked by greater brilliancy and power than that of any writer of the century.

#### CHARLES READE,

novelist and dramatist, was born in 1814, and was educated at Oxford, where he succeeded so well in his studies as to secure a fellowship. He was called to the bar in 1843, but paid little attention to the practice of his profession, and it soon became plain that his chosen career was that of literature. In 1856 appeared *Never too Late to Mend*, the first of his really great novels. His other best known novels are *The Course of True Love*, *White Lies* (1858), *Hard Cash* (1863), *Griffith Gaunt* (1866), *A Terrible Temptation* (1871), *A Simpleton* (1873). Of his dramas *Masks and Faces* is the best known. Most of his works illustrate some social or public evil, and are conceded to be characterized by strong intellectual vigor and dramatic ability. The sketches of his life elicited by his recent death showed how popular he was with English-speaking people.

#### LAURENCE STERNE

was born at Clonmel, Ireland, November 1713. He remained in Ireland till ten years old when he was sent to school in Yorkshire. Having proved himself of good ability he was sent to Jesus College, Cambridge, where he was graduated in 1736. He took holy orders and for nearly twenty years lived unheard of in his parish at Sutton. His devotion to his clerical duties was very slight, and has been unfavorably commented on. Up to the year 1759 he had published

only two sermons but in that year two volumes of *Tristram Shandy* appeared which won him "instant and immense" success. In 1761 two more volumes appeared, followed by two in 1762, two in 1765 and the last in 1767. He died in 1768.

Whatever question may be made of the worth of Sterne as a man there can be none of his genius as a writer. *Tristram Shandy*, his chief work, must live as long as the language, were it only in virtue of the three characters, Old Shandy, Uncle Toby, and Trim, the most perfect and exquisite perhaps in the whole range of British fiction. The humor of Sterne is the most subtle, airy, delicate, and tender to be found in our literature, and in many passages he shows himself master of a pathos equally exquisite and refined.

*W. H. Hudson*

HOLIDAY RESORTS.

THE pleasure of the holiday season can be increased and the subsequent term's work enlivened by some practical knowledge gained in physical geography. A few remarks now may perhaps prove helpful towards the study of the nature and surroundings of the natural health resorts. These sporting grounds, ready made for us by nature, where the school teacher can enjoy himself as fully as the millionaire, will never be surpassed by the artificial resorts at which true recreation is generally to be obtained in inverse ratio to the amount of money charged. The health resorts to which we refer are to be found among the oldest portions of the continent, in the regions of hard, granitic rocks. Wherever Archean rocks are found there will health be found, may be taken as well nigh universal. The Thousand Islands of the St. Lawrence, the network of Muskoka lakes, the Quebec groups, the highlands of New York and New Jersey, are all situated in the V-shaped range of Archean rocks, and are unsurpassed in the world for their attractions.

Pure air, clean water and varied scenery are the three primary requisites for a health resort—the other desiderata will naturally follow. A hurried glance at the old-rock regions will show their qualifications. The substratum and the surface of the whole area are formed from granite and gneiss. The hills, or miniature mountains, swell from broad bases and soon end in rounded summits, sometimes bald and bare, sometimes fringed with light foliage, often bristling with grotesque pines and glistening beeches. The jagged peaks and sharp pinnacles of the higher mountains are often wanting and the region thereby loses much in grandeur and sublimity; but the terror of the Rockies is replaced by the repose and beauty of these less am-

bitious Laurentians. The stunted, unfinished mountains are the oldest of nature's works about us, and are worthy of our respect and attention. Long irregular veins of milk-white quartz mark the scenes of former upheavals, when the rocks were rent into yawning chasms which nature has since filled up and has thus again sealed together the solid crust. The rounded corners tell of the gnawing of winds and washing of rains for centuries. Polished grooves and deep, well-defined scratches mark the path of the ice that thousands of years ago scraped bare these hills. The possession of a piece of ice-grooved rock is worth all the time and labor required to detach it, and will be the means of adding new interest to the account afterwards rehearsed in the school room. A rough piece of broken granite and a smooth piece of the same ice-polished may be profitably compared with the hand-polished shaft at the stone-cutter's. Another piece to show the weathered and fresh surfaces will serve to start an inquiry into the nature and cause of the weathering of rocks, their discolorment, and their crumbling. Next to consider would come the coloring of the landscape, the cause of the various hues of the foliage, real and apparent, the effect of light and shade in deepening and blending the natural hues: the iron-rusting on the rocks, the effect of contact with the atmosphere and the moisture; the deceptive effects produced where mosses spread a velvety covering, and

"Where lichens mock  
The marks on a moth, and small ferns fit  
Their teeth to the polished rock."

You will be able to sketch some of the hills and ravines to reproduce before the pupils' eyes a more realistic picture than that which words alone will be able to portray. You will tax to its utmost the power of mind to describe the innumerable hills, no two alike; the interminable valleys, all equally irregular; and all the other thousand and one elements that constitute the rough and rugged but charming scenery.

The hardness and character of the rocks are the causes which have mainly been instrumental in forming a healthful locality, and in preserving it from rapid change. The air and water have eaten from the rocks and washed down the bright lustrous sand and fine earth; the streams, sometimes discolored, are always clean and free from mud; the lake water is clear as crystal; there is no slime to pollute the air, or marsh to send off malaria. Over such clean scenes the atmosphere must needs blow pure, and the camper must inhale such strength and vigor as are too often unknown to the class-room.

Ruskin has caught the spirit of the scene and we will allow him to put forth his views of the effect in his own beautiful language: "It is remarkable how this intense purity in the country seems to influence the character

of the inhabitants. It is almost impossible to make a cottage built in a granite country look absolutely miserable. Rough it may be, neglected, cold, full of aspect of hardship, but it never can look foul; no matter how carelessly, how indolently its inhabitants may be, the water at their doors will not stagnate, the soil at their feet will not allow itself to be trodden into slime; they cannot so much as dirty their faces if they try. Do the worst they can, there will still be a feeling of firm ground under them and pure air about them, and an inherent wholesomeness which it will need the misery of years to conquer. The inhabitants of granite countries have, too, a force and healthiness of character about them, abated or modified according to their other circumstances of life, that clearly distinguish them from the inhabitants of less pure districts." If this be true, perhaps we can imbibe a little of the same force by appreciating the hills and valleys to the full.

The tramp or canoeist has the further advantage of finding unexpected sights and curiosities. To such only one rule can be given; the more we search the more we find. A find made by myself and another teacher during a tramp among the hills and lakes to the north last summer might be as interesting to others as it was to us. A short description will serve to close these rambling and unelaborated remarks. Following a swift-running stream of ice-cold water we unexpectedly came upon a beaver's dam four feet high and at least twenty feet in length. Above it was a marsh shut off from a beautiful little lake beyond by another dam longer than the former. From it the beavers had been frightened by our approach, but we could still see the marks in the mud, for they were plastering on a log some ten feet long as a breastwork to the upper side of the dam. Logs had been rolled lengthwise of the dam, and cross pieces of smaller size formed the framework, which was filled with mud, and fibrous roots evidently planted by the sagacious masons. Perpendicular below, sloping off gradually above, and covered with a thick matting of water plants, it formed an excellent dam, allowing only sufficient water to trickle through to preserve the freshness of the supply above. The dam was a perfect filter. The dome-shaped hut was situated in the centre of the lake beyond our reach, and though we watched we could catch no sight of the ingenious animals. But all about us were abundant marks of their work in the felled and half-felled trees. They were all gnawed so as to fall in the most convenient manner, and were then being cut into regular and requisite lengths. The largest cutting was over forty inches in circumference. The sportsman had evidently not yet discovered this retreat, and we left it as undisturbed as we found it, but well satisfied for a long tramp over hills and exciting scramble over swamps.

*Charles James*

Practical Art.

PERSPECTIVE.

THIRTEENTH PAPER.

Problem 42.—Height, 6'; distance, 16'; scale, 1/48.

Place in perspective a hexagonal prism 5' long—edges of ends, *i.e.*, sides of hexagon, 4'—lying upon one of its faces; its left hand end being 2' to the left, and the horizontal edge nearest to PP being 1' back.—Fig. 24.

Commence by finding a point *z'* to the right of LD (*l*) and make *lz'* 5' long; then measure to the right of *c*, *z'* to *c*, and *z'* from *c* to *a*, for reasons given in a previous problem (number 33); make *ab* 4' long and find *c*. This point will be the centre of the elevation of the end of the prism. Construct the hexagon *ab4321*, drop perpendiculars from 1, 2, 3 and 4, and draw horizontal lines from 2 and 1 to meet a perpendicular from *c* in *f* and *g*. From *l*, *e*, *f* and *g*, draw lines towards CV. Make *em* equal to *cc*, *mn* to *ac*, *no* to *ab*, and *op* to *bd*. From these points draw lines towards RMP to cut *e* CV in *r*, *a'*, *b'* and *s*; at *r* and *s* erect perpendiculars to cut *f* CV in *i'* and *z'*, and at *a'* and *b'* erect perpendiculars to cut *g* CV in *z'* and *3'*. Join *a'i'*, *i'z'*, *z'3'*, *3'4'* and *4'b'*. This will be the perspective view of the right hand end of the prism and the other end can be found without difficulty. Join the corresponding corners of the two hexagons and make the lines representing the visible edges of the object heavier than the others.

Problem 43.—Height, 6'; distance, 12'; scale 1/48.

A square plinth or base 6' square, 2' thick, lies on the ground, touching PP, with its near left hand corner 2' to the right. Centrally upon this is a pillar composed of four cubes of 2' edge, placed upon one another, and on the right and left hand faces of the second cube from the top, is attached a cube of equal size, thus forming a cross, 3' high, 2' thick, and 6' across the arms. Show

the plinth and cross in perspective.—Fig. 25.

No explanation of the method of drawing the plinth is needed. Having completed it as shown in the figure, erect a perpendicular at *a* making it 10' high; *k* will give the height of the top of the arms and *l* the height of the top of the shaft of the cross. Make *ac*, *cd* and *db*, each equal to 2', draw lines from *c* and *d* to *e* and *f* and thence

eter, standing on the ground on a point *3'* to the left and *4'* back.—Fig. 25.

Attention has already been called to the method of drawing a sphere in perspective, in the eleventh paper, page 316. It is there stated that it is necessary to find the point upon which the sphere rests, and the perspective position of its centre. Find these two points *x* and *y* and with *y* as a centre, *yz'* as a radius, draw a circle, which will represent the sphere sufficiently well for present purposes.

ARTHUR J. READING.

DURING an entire school year thousands of teachers have been trying to make a pleasure of duty, but when vacation comes they should try to make a duty of pleasure and recreation. A change of diet is good for both body and mind, a little judicious irregularity,

conducive to health, and a change of habits, diet, hours, and surroundings, essential to happiness. Our Saxon and Puritan ancestors considered pleasure of Satanic origin. They applied themselves with grim earnestness to the work of the world, rarely giving themselves up to harmless and hearty enjoyment, but we are learning better wisdom. There is more joy on earth to-day than ever before,

because there is more knowledge of what we need in order to grow "healthy, wealthy and wise." The world is cleaner, life is securer, locomotion cheaper and more rapid, and food more abundant. Fewer use strong drink, and less profanity is heard. Politeness is more general, and good will and sympathy more abundant. For these reasons enjoyment is more general, and for the same reasons this summer vacation should be filled with genuine recreation and pleasure.

If teachers are not re-created for a new year it will be their own fault. Give burdens to the wind, let nature have her way, and live more like the flowers and grass which exist for the use of man, yet while they are preparing find time to grow fragrant and beautiful.—*New York School Journal.*

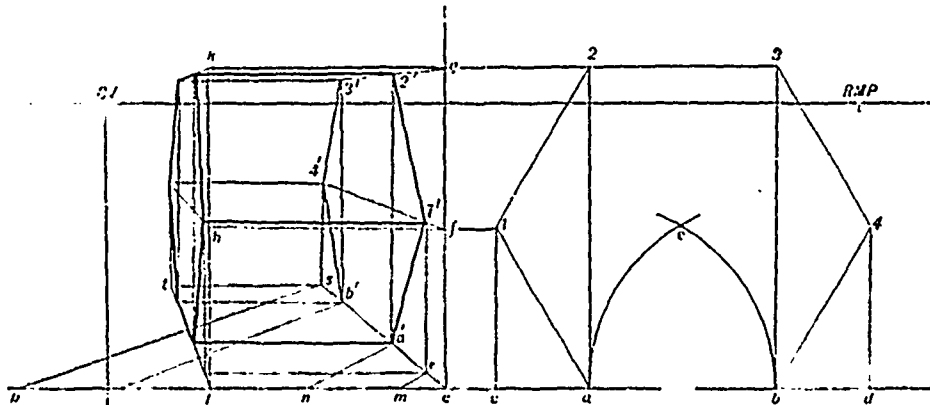


Fig. 24.

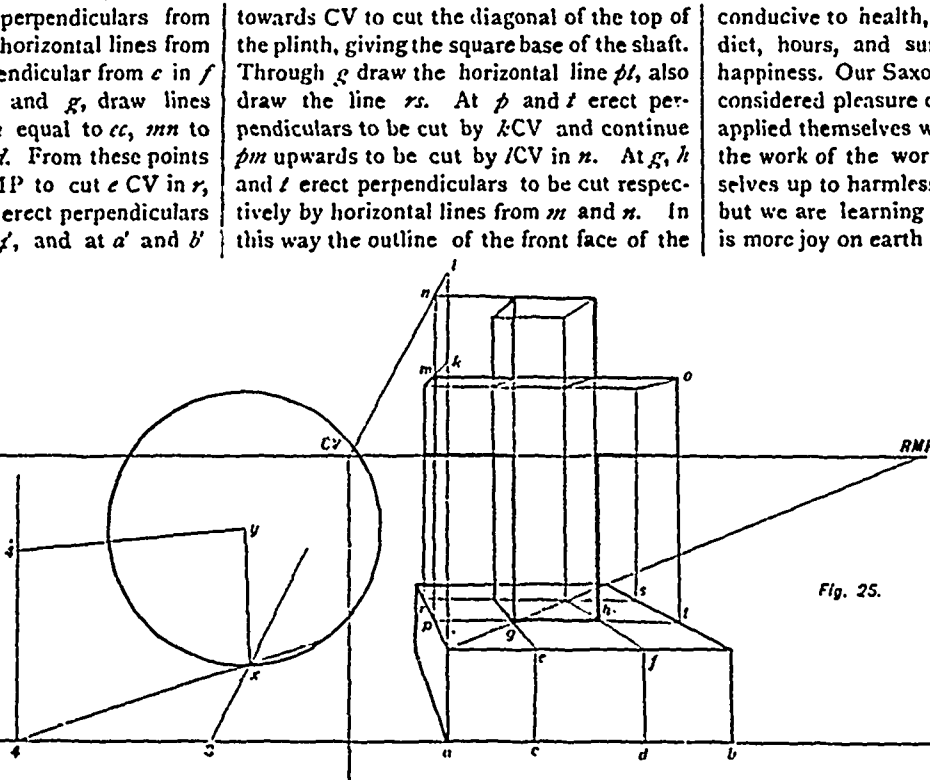


Fig. 25.

towards CV to cut the diagonal of the top of the plinth, giving the square base of the shaft. Through *g* draw the horizontal line *pl*, also draw the line *rs*. At *p* and *t* erect perpendiculars to be cut by *k* CV and continue *pm* upwards to be cut by *l* CV in *n*. At *g*, *h* and *t* erect perpendiculars to be cut respectively by horizontal lines from *m* and *n*. In this way the outline of the front face of the

cross is obtained, and no difficulty will, it is hoped, be encountered in completing the figure. It will be noticed that the bottom of the arms of the cross is on a level with the eye and so will be in the HL.

Problem 44.—Height, distance and scale as in last problem.

Show in perspective a sphere, 8' in diam-

## The High School.

### QUESTIONS ON "CORIOLANUS."

PERHAPS I may be allowed to introduce the questions by a few hints that may be useful to the student. The hints are not intended to indicate any patent method by which a high position may be obtained at examinations. They are simply intended to indicate the scope and nature of the knowledge which an examiner may legitimately expect in a student who has prepared himself conscientiously for examination on a play of Shakespeare.

There are on most papers some questions—stock questions they are called—of a general nature. The following are specimens :—

1. Give a brief sketch of the history of the English drama prior to the appearance of Shakespeare as a writer of plays.
2. Write an account of the poet's life and literary work.
3. Give an epitome of the play.
4. Classify Shakespeare's plays and give one example under each division.
5. From what source did Shakespeare obtain the plot of the play?
6. Name the dramatists contemporary with Shakespeare and enumerate their principal works.
7. Trace the history of the English drama during the lifetime of Shakespeare.
8. What evidence have we of the chronological order of Shakespeare's writings?
9. In what form were Shakespeare's plays issued in his lifetime? When was the first collected edition published?
10. When was this play first published? What evidence have we of the time when this play was written?
11. Account for the text of the play being corrupt.
12. Describe the theatre of Shakespeare's day.

Besides general questions like the preceding there are occasionally some asked which assume a wider reading on the part of the matriculant than should be looked for. The following are examples from a paper on Richard II.

1. Name the most distinguished modern dramatists who have handled historical subjects, giving the titles of their plays.
2. Shakespeare's histories have been divided into two classes—one dealing with strong, the other with weak kings. Give a list of the plays, classifying them on this basis.
3. Richard II. has been called an "aesthete." State your opinion on the subject, and support it by passages from the play.

When such questions as these appear on the paper the student should postpone any remarks he may have to make on them until he leaves the room, and in the meantime devote his whole energy to giving the best answer he can. It is almost certain that a little patient thought will enable him to give some kind of an answer, and the

probability is strong that one candidate's answer will be as good as another's.

Coming to the play, there is one question that should always be thoroughly prepared for—that of sketching or of discussing the principal characters. If there are any similar characters in other plays, the resemblances and differences should be noticed. Again, if (as in *Coriolanus*) the text is corrupt, the chief variations and suggested readings should be mastered. The student will, of course, have worked out all the allusions, have become familiar with the main features of Shakespearean scansion, have facility in detecting the principal figures of speech, and have committed to memory the most striking passages of the play. He will then be ready for questions like the following :—

1. Sketch the character of (a) *Coriolanus*, (b) of *Volumnia*, (c) of *Virgilia*, (d) of *Menenius*, (e) of *Aufidius*.
2. Name the plays that deal with Roman history.
3. State the theme in each of the Roman plays.
4. "If we examine closely we cannot find that the people are here represented as so very bad." Examine this statement, giving your opinion whether it is borne out by the facts.
5. "The poet has taken pains to make the exceptional pride and greatness of his hero possible." Show in what way.
6. State the relation of the play to the dramatic unities. Over what period does the action extend?
7. Hazlitt charges that in this play the poet "shows a strong leaning to the side of patrician arrogance and pride against the rights and feelings of the people." Upon what facts is this charge founded?
8. Scan the following lines :—  
"And curse that justice did it. Who deserves greatness"—  
"Irons of a doilt, doublets that hangmen would"—  
"Than dangerous to me: to *Aufidius* thus"—  
"You grave but reckless senators, have you thus"—  
"The one by the other. Well on to the market place."
9. Quote—  
(a) *Brutus'* description of the welcome to *Coriolanus*, beginning, "All tongues speak of him," etc.  
(b) The parting words of *Coriolanus* to the people, "Your common cry of curs," etc.  
(c) Act V., scene 3.
10. Describe the scene in which *Coriolanus* appears in the market-place, introducing quotations.
11. Discuss the going of *Coriolanus* to *Antium*,  
(a) In regard to its agreement with the facts of human nature.  
(b) From a poetic point of view.
12. Discuss the question of the justice of the banishment of *Coriolanus*.
13. State why *Menenius* went to *Coriolanus*. Give the arguments he uses, and the result of his embassy.
14. Explain the allusions in the following :—  
(a) "You would be another *Penelope*; yet,

they say, all the yarn she spun in *Ulysses'* absence did but fill *Ithaca* full of moths."

- (b) "Thou wert a soldier Even to *Cato's* wish."
  - (c) "I cannot call you *Lycurguses*."
  - (d) "The most sovereign prescription in *Galen* is but empiricic."
  - (e) "Seld-shown *flamens* Do press among the popular throngs."
  - (f) "At sixteen years, When *Tarquin* made a head for *Rome*, he fought Beyond the mark of others; our then dictator, Whom with all praise I point at, saw him fight, When with his *Amazonian* chin he drove The bristled lips before him."
  - (g) "Shall remain! Hear you this *Triton* of the minnows?"
15. Refer to instances of anachronisms in this play.

*James M. Hunter*

### ENTRANCE EXAMINATIONS IN ORTHOËPY AND ORTHOGRAPHY.

#### I.

##### ORTHOËPY.

- 1.—Distinguish between accent and emphasis.
- 2.—How is the number of syllables in a word determined? Divide into syllables :—*Lithograph*, *extraordinary*, *auxiliary*, *contumely*, *oppression*, *oppressive*.
- 3.—Mark the silent letters in *lame*, *doubt*, *chord*, *fought*, *often*, *honest*;
- 4.—Of the following pairs which are pronounced alike :—*metal*, *mettle*; *row*, *roe*; *capital*, *capitol*; *wholly*, *holy*; *faint*, *feint*; *wait*, *weight*.
- 5.—Make a list of words containing the different sounds of *a*, *e*, *i*, *th*, *s*, *c*.
- 6.—Indicate as well as you can the pronunciation of the following :—*Franchise*, *new*, *blue*, *rude*, *devastate*, *deaf*, *been*, *again*, *once*, *horizon*, *livelong*, *length*, *genuine*, *many*, *finance*, *ration*, *recess*, *resource*, *contents*, *route*.
- 7.—Give examples of words spelled alike, but pronounced differently.

#### II.

##### ORTHOGRAPHY.

- 1.—What is Orthography? Define and give examples of orthographical expedients.
- 2.—Distinguish between vowels and consonants.
- 3.—Give a rule for the spelling of words in which "ie" or "ei" occurs.
- 4.—What words begin with capitals?
- 5.—Correct where necessary the spelling of *competetors*, *occurrance*, *recognize*, *seperated*, *until*, *skillful*, *improvement*, *lily*, *maratime*.
- 6.—When should the final consonant be doubled?
- 7.—In the following which spelling is preferable?—*Plough* or *plow*, *axe* or *ax*, *waggon* or *wagon*, *defense* or *defence*, *connection* or *connexion*, *gaol* or *jail*.

A. McMILLAN,  
*Ryerson School, Toronto.*



## Educational Intelligence.

### DUFFERIN TEACHERS' ASSOCIATION.

A VERY successful meeting of the Dufferin Teachers' Association was held in the Public School Building, Shelburne, on Friday and Saturday, the 12th and 13th days of June.

After the meeting was opened by devotional exercises the President, Mr. A. L. McIntyre, gave an excellent opening address which was listened to with marked attention by the large gathering of teachers present.

A number of resolutions were then passed adopting By-laws, appointing Committees on Condolence, Management and Finance.

Mr. Johnston then gave his method of teaching the several classes of words in English grammar to beginners in a very natural and pleasant manner, when the subject was discussed by Messrs. Jordan, McArdle, Steele, and the Inspector.

After reading and confirming the Minutes of the previous meeting a resolution was unanimously passed to hold but one meeting of the Association each year. The meeting then adjourned.

In the afternoon after confirming the Minutes of the forenoon session the election of officers was proceeded with when the following were unanimously elected: N. Gordon, I. P. S., President; Saml. Acheson, Vice-President; Miss Sina G. Head, Sec.-Treas.; Messrs. A. A. Jordan, F. Newman, and D. Stewart, with Miss Maggie Reid, and Miss Martha Head, as Managing Committee; Mr. Robt. H. McMaster, delegate to Provincial Association.

Dr. McLellan, LL. D., Director of Institutes, then gave a very exhaustive lecture on Grammatical Analysis which held the audience spellbound for nearly two hours, at the termination of which the Doctor was greeted with applause.

Mr. McEcheran then addressed the teachers for a short time as representative of the *Educational Monthly*. Some discussion then followed when it was resolved that each teacher should be left to choose for himself or herself the educational paper, instead of obtaining it through the Association as formerly.

Mr. R. A. Grey, B.A., gave an excellent paper on Drawing which was well received and ably discussed by Messrs. Stewart, Steele, McIntyre, and Acheson.

An essay on Observation by J. W. Gray, B.A., followed, which was well read and contained many useful hints to teachers generally. These two young men of the Orangeville High School are destined to make their mark in the profession, and the county may well feel proud of the present high school staff.

On the assembling of the teachers on Saturday morning a resolution of condolence with the wife of the late S. S. McCormack, who for four years was a member of the Association, and an honored member of the profession for over twenty years, was passed. The secretary was directed to forward Mrs. McCormack a copy of the resolution. A resolution was also passed requesting the Hon. Minister of Education to establish a *post-graduate* course of reading.

The subject of School Law was then ably taken up by D. McArdle, who explained the more important changes and gave several hints in regard to agreements which were very interesting to the Association. A lengthy discussion followed in which Messrs. Stewart, Steele, Gordon, Jordan, Acheson, and McIntyre took part.

Dr. McLellan being called on gave a very interesting and able address on Psychology, which must prove of great use to teachers if sensibly studied. During the course of the lecture many illustrations were given to prove the theory advanced by the learned lecturer. It was well received.

On motion, the representative of the EDUCATIONAL WEEKLY, Mr. Fraser, was heard in behalf of that publication. He ably gave the claims of the paper on the profession, after which the meeting adjourned till 2 p.m.

After adopting the Minutes of the previous session and the report of the Finance Committee, Mr. Reading illustrated the subject of Drawing. This gentleman seems to be a perfect master of the art, which has now become compulsory to a certain extent in our schools, and it is to be hoped that teachers will bring the matter prominently before the public, more particularly the trustees, that they may furnish their schools with appropriate models.

A hearty vote of thanks was tendered Mr. Reading for his able address.

The different questions in the drawer were then read by the President and satisfactorily answered by some of the teachers present.

Dr. McLellan took up the method of teaching fractions which he handled in his usual able manner. At the close of this lecture the following resolution was passed: That the Minister of Education in appointing a Director of Institutes has conferred a great benefit on the teachers of the Province; that the fact that nearly all the teachers in Dufferin as well as teachers from surrounding counties are present at the meeting of this Association, and that at the evening meeting in the Town Hall the number of citizens wishing to hear the lecture on Education in Ontario was so large that some were unable to gain admittance, proves that the Minister has made a wise choice in appointing Dr. McLellan to the office of Director; that the thanks of this Association are due to the director for the valuable instruction received

from his able lectures and for the impetus he has given to school work in the country; and that a copy of the resolution be forwarded to the Minister of Education. After passing a vote of thanks to the officers of last year the Association adjourned after a very interesting session.—*Con.*

### BUSINESS EDUCATORS.

ON July 9th to 16th will assemble at Jacksonville, Ill., the annual convention of business educators from all parts of the United States and Canada. The subjects discussed will include all the branches of a business education; the various methods of teaching; school discipline; text books; school advertising; the relation of the business college to the business world, and the place it occupies among educational institutions, and many other topics fraught with interest to all commercial teachers and the general public. The coming convention promises to be of unusual interest and importance, and will no doubt greatly profit all who attend its sittings. That the business college teachers throughout the United States can thus hold such a meeting and earnestly deliberate on important subjects, is an evidence of the greatness of these institutions which are working such a change in the education of young people.

### ONTARIO COUNTY TEACHERS' ASSOCIATION.

UPWARDS of 100 teachers were present on the 11th inst. at the Collegiate Institute, Whitby. The proceedings themselves and the interest in them were as satisfactory as the attendance. An able and practical address was delivered by M. L. Nutting, of Cannington, on "Map Drawing," and by S. H. Preston, of Toronto, on "How to Teach Music in the Public Schools." The afternoon session opened with an address on "Composition," by J. J. Tilley, Esq., Director of Institutes, which was listened to with great attention by the teachers, followed later in the day by a clever address on "Reading and Elocution" by T. Otway Page, B.A., of Port Perry.

On Thursday evening a public meeting was held in the town hall, Mr. Embree in the chair. The hall was comfortably filled. Several college songs were sung by a detachment of Collegiate Institute boys under Mr. J. T. Fotheringham's leadership and piano accompaniment by Miss Lawder. Mr. Tilley spoke for an hour on the relation of the State to education, his remarks being listened to with the closest attention.

On Friday from 9 to 10:30 in the forenoon Mr. Tilley gave the teachers the benefit of his wide experience by teaching "fractions" to a class of five boys of from nine to ten years of age, pupils of the Model School. The auditors' report and the election of officers

consumed the closing hour of the morning session. Mr. L. E. Embree, B.A., Principal of the Collegiate Institute, was elected president for the new year, and Mr. John Spence, Principal of the Brooklyn public school, was re-elected secretary-treasurer. Port Perry was selected as the next place of meeting, and the sessions to be held once a year. The afternoon and closing session of the Institute was taken up with a most instructive address on "Freehand Drawing," illustrated with models, by Mr. A. J. Reading, of the Arts School, Toronto, and an exceedingly practical address by Mr. Tilley on "Relation of the Teacher to his Work."

#### EAST GREY TEACHERS' ASSOCIATION.

THE East Grey Teachers' Association held its last convention at Thornbury, on Thursday and Friday, the 11th and 12th inst. The old officers were all re-elected. Mr. Reading, of the Arts School, Toronto, gave a very fine exhibition of how he taught drawing. Considerable discussion was caused on the question of which educational paper the teachers should take. Miss Pye gave her method of teaching addition, subtraction, multiplication, and division on the numerical frame. Mrs. Hurlburt gave her method of teaching reading to a first class. Many subjects were introduced and discussed in a conversational way. The next meeting of the Association will be held in Thornbury.

#### THE OTTAWA NORMAL SCHOOL.

THE closing exercises of the Normal School took place on Thursday evening last in the main room of the building, which was far from sufficient to accommodate all those who would have wished to be present. The chamber was artistically decorated in honor of the occasion with wreaths, festoons of evergreens and flags. The proceedings were of course conducted by Principal MacCabe, and consisted of readings, tableaux and musical selections by the students. The first item was "Little Maid," a chorus well rendered, followed by a recitation by Mr. Brough, "The Gray Swan." Miss Lewis next sang "Waiting" with excellent expression and gave evidence of a really fine taste and a good voice. "Jealousy," a tableau, was well put on. The chorus "There's a Sigh in the Land" was followed most appropriately by a tableau, "The Bachelor's Reverie," which was not inaptly followed by the invitation "Come Where the Lilies Bloom." "The Legend of Brehghens" was recited with excellent effect by Miss McDougall. "Forest Echoes," in which the duo was taken by Misses Lewis and Gilchrist, was loudly applauded. "The Gipsy Camp" constituted the last of the tableaux, and, without disparagement to the others, the best. Miss Lewis and Professor Work-

man sang most pleasingly "In the Starlight." The chorus "The Heavens are Telling," a daring effort by amateurs, was most creditably executed.

The presentation of the Prince of Wales' gold medal was the feature of the evening. The successful competitor was for the first time a lady, who carried it off with an unusually large number of marks, securing 4,022 out of a possible 4,022—261 more than her nearest opponent.

Miss Christina F. Sutherland is not yet out of her teens. Born in Wellington County, she at thirteen years of age obtained a third-class certificate. She took her 2nd A before she was fourteen, and for two years was a teacher in the Forrest school, after which she came to Ottawa. As a student and teacher she has always ranked high, and her success last night was richly merited.

She was introduced by the Principal and the medal was presented to her by High School Inspector Hodgson, of Toronto. Short addresses were delivered by the Principal, Mr. Hodgson and others, after which Mr. T. H. McKee read an original valedictory poem. The list of successful students at this school is not yet announced.

#### TORONTO NORMAL SCHOOL.

THE closing exercises in connection with the Toronto Normal School took place on Friday evening last in the theatre of the school. Professor Young, of University College, occupied the chair. Among those present were Principal Kirkland, Principal Buchan, of Upper Canada College, Dr. Carlyle, Mr. O'Donovan, inspector of separate schools, and Mr. J. H. Smith, inspector for the County of Wentworth.

The programme opened with a reading in concert entitled "Horatius at the Bridge," by the lady students. A short chorus, "The Harvest Song," under the direction of Mr. Preston, the singing master, followed. A reading, "Canada's Sons to their Sires," by Mr. Luckham; the duet "I Know a Bank," by the Misses Boughner and Morter; a reading, "The Legend of Brehghens," by Miss E. Smith; the chorus "The Belfry Tower," and the reading "The Ride of Jenny McNeil," by Mr. Foster, which were next given in the order named, were all efforts which reflected the highest credit on the school and its students. Under the direction of Miss Mareau, the lady students gave a couple of Kindergarten songs, which so pleased the audience that an *encore* had to be given. A number of young ladies then went through a series of movements with the Indian clubs. Misses Easson and Morter and Messrs. Luckham and Malloy sang the quartette "Come Where the Lilies Grow," which met with much approval. Miss Maggie Thomson gave a reading, "The Widow of Glencoe," in which she acquitted herself

admirably. Miss Easson sang very sweetly "The Four Maries," and was warmly encored.

The list of successful students was then announced. It is as follows:—

Messrs. Agar, Brown, Bennett, Buchanan, Bradley, Brick, Cope, Coatham, Dow, Dunbar, Earngey, Foster, Hoath, Harper, Howe, Harrop, Kaiser, Luckham, Middleton, Malloy, Muir, McDonald, McLean, McLaughlin, Plummer, Rolston, Rice, Seaborn, Sherman, A. S. Scott, T. B. Scott, Shaw, Weidenhammer, Wiseman.

Misses H. Anderson, Andrews, A. E. Anderson, Janet Anderson, Armstrong, Abram, Brown, Byam, Bella Barr, Bell, Boughner, Lydia Barr, Bird, Crossen, Cookery, Craig, Catley, Cooper, Caulfield, Cronin, Crawford, Durrant, Easson, Fielding, Gourlay, Ghent, Graham, Head, Hepburn, Harvey, C. Hendrie, Annie Hendrie, Hamilton, Howard, Helyar, Keen, Kirk, Khefler, Keddie, Kyle, A. E. Kipp, M. L. Kipp, Kerslake, Laing, Logan, Lewis, Loan, Mortz, Morter, Moore, Miller, McLaren, McCusker, McKenzie, McBean, McColl, McMillan, McDermid, Newton, Natrass, Newhouse, Parley, Ryan, Roddick, B. E. Ross, M.A. Rogers, M. J. Ross, Kate Rogers, S. C. Rogers, Richards, C. E. Ross, Margaret Smith, Isabella Smith, M. E. Smith, M. J. Smith, Sturgeon, Scott, Sutherland, M. Sinclair, C. Sinclair, Simpson, Shepley, Taylor, M. Thomson, Thornton, C. E. Thompson, Thuresson, Vair, Wright, Wells, Walrond, Waters, Wilson, Weir, Young.

The grade of the certificates of the following candidates is raised from "B" to "A":—

Males.—Harrop, Luckham, Malloy, McLaughlin, Plummer, Shaw, Hoath, Middlebro.

Females.—Caulfield, Easson, Kyle, Keddie, Mackenzie, M. E. Smith, C. Sinclair, Thornton, M. Thomson, Wells, Lewis, S. Rogers, Taylor.

Several of these students will be required to pass a special examination in some subjects, of which they will be duly certified.

The following are deserving of special mention for excellent work during the session as well as on the final examination:—

Males.—Kaiser.

Females.—S. L. Andrews, H. Anderson. Winner of medal.—Margaret Thomson.

Professor Young presented the Prince of Wales' gold medal to Miss Margaret Thomson, who has obtained the highest standing, as determined at the close of the session. The presentation evoked great applause. It appears that Miss Thomson was placed first by the Model School Teachers on their report, also by the Normal School Masters. In addition she stood highest on the final examination before the Central Committee. She formerly taught in the Township of London.

## Examination Papers.

### ADMISSION TO HIGH SCHOOLS.

(We intend for the future to insert under this heading, in chronological order, the various examination papers that have been set for admission to high schools.)

#### SPELLING.

DECEMBER, 1875.

1. Distinguish 'heels' from 'heals,' 'stares' from 'stairs,' 'pares' from 'pairs,' 'pears' and 'peers,' 'wring' from 'rung,' 'rain' from 'rein,' 'mane' from 'main,' 'sane' from 'seine,' 'maze' from 'maize.'

2. Give the different meanings of 'dock,' 'sewer' and 'row.'

3. Point out the dissyllables, the silent letters, and the digraphs in the following stanza :

"With many a curve my banks I fret  
By many a field and fallow,  
And many a fairy foreland set  
With willow-weed and mallow."

—*Tennyson.*

4. Correct, where necessary, the spelling of the following words: Phillip, Henry, Arther, stony, jealousy, scissors, petition, hunderd.

JUNE, 1876.

1. State the rules for the use of capital letters.

2. In the following passage, point out, (1) the diphthongs; (2) the silent letters :

"Southward with fleet of ice  
Sailed the corsair, Death;  
Wild and fast blew the blast,  
And the east wind was his breath."

—*Longfellow.*

3. Distinguish 'lie' from 'lay,' 'doe' from 'dough,' 'sighs' from 'sire,' 'soar' from 'sower.'

4. Each of the following combinations of letters represents two words. State in each case what the meaning is when the diphthong is pronounced like *ou* in *out*, and when it is pronounced like *o* in *no*: Bow, lower, row, sow.

5. Accent: Ally, arithmetic, character, horizon, lunatic, bitumen, harass, sedentary.

DECEMBER, 1876.

1. Point out in this verse, (a) the diphthongs; (b) the silent letters :

"Come back! come back!" he cried in grief,  
"Across this stormy water,  
And I'll forgive your Highland chief,  
My daughter! oh, my daughter!"

2. Distinguish 'rise' from 'raise,' 'sit' from 'set,' 'place' from 'plaice,' 'lair' from 'layer,' 'course' from 'coarse,' 'glacier' from 'glazier.'

3. Each of the following words has different meanings, according as the accent is placed on the first or second syllable. Distinguish these meanings: 'Survey,' 'gallant,' 'desert,' 'minute.'

4. Form verbs corresponding to the following nouns or adjectives: Choice, smooth, breath, loss, glass.

5. Make a list of the principal stops and other marks used in writing and printing, and give their names.

#### FOURTH BOOK.

JULY, 1877.

1. Correct, when necessary, the spelling of the following words: Branc, counterpane, counterfeit, dromedary, sophia, northren, callicoe, parallell, tremendous, ellevater, recieved, believed, berieved, Teusday.

2. Distinguish the words in each of the following groups from one another: Lead, lode, and lowed; soar, sore, and sower; suit, spot, and suet; freeze, frees, and frieze; fanc, feign, and vane; scene, seen, and seine; to, too, and two.

3.

"Departed spirits of the mighty dead!  
Ye that at Marathon and Leuctra bled!  
Friends of the world! restore your swords to man;  
Fight in his sacred cause, and lead the van!  
Yet for Sarmatia's tears of blood atone,  
And make her arm puissant as your own!  
Oh! once again to Freedom's cause return  
The patriot Tell—the Bruce of Bannockburn!"

(1) Whence have the "spirits of the mighty dead" departed?

(2) Who bled at Marathon and Leuctra?

(3) Who are called "friends of the world," and why does the poet so call them?

(4) In what sense is the word 'man' used in line 3, and 'return' in line 7?

(5) Where is Sarmatia?

(6) What is meant by "Sarmatia's tears of blood"?

(7) Who were Tell and Bruce?

(8) Give the meaning of 'van' 'atone' and 'puissant.'

(9) Why is 'Freedom' printed with a capital F.

(10) Point out the silent letters in the first and third lines.

4. Answer the following questions based on Humboldt's account of the earthquake of Caracas:

(1) Where is Caracas?

(2) Mention any other cities that have suffered in a similar way from earthquakes.

(3) When does Holy Thursday occur?

(4) "The ground was in a constant state of undulation, and heaved like a fluid under ebullition."

Explain the meaning of 'undulation' and 'ebullition'.

DECEMBER, 1877.

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

(1) Explain the meaning of 'ruthless,' 'helm,' 'hauberk,' and 'avail.'

(2) By whom is the passage supposed to be spoken?

(3) Who is its author, and about what time did he live?

(4) Name the 'king' and tell why he is called 'ruthless.' About what time did he live?

(5) Give the other name of Cambria, and tell where it is.

JULY, 1878.

1. Give in your own words the substance of the lesson on the discovery of America.

2. "But when the most valiant of the Persian army had almost enclosed the small forces of the Greeks, then did Leonidas, King of the Lacedaemonians, with his 300, and 700 Thespians, which were all that abode by him, refuse to quit the place which they had undertaken to make good, and with admirable courage not only resist that world of men which charged them on all sides, but issuing out of their strength, made so great a slaughter of their enemies that they might well be

called vanquishers, though all of them were slain upon the place."—*Raleigh's History of the World.*

(1) Give the name of this battle, and that of the Persian king, and tell in what country, and about what year, it was fought.

(2) What was the nature of the place where the engagement occurred?

(3) Where did the Lacedaemonians live?

(4) 'Issuing out of their strength.' Explain the meaning of 'strong.h.'

(5) Tell what you know about Raleigh.

DECEMBER, 1878.

1. "The intelligence of the unexpected landing of Wolfe above the town was first conveyed to the Marquis de Vaudreuil, the Governor-General, about day-break. By him it was communicated without delay to Montcalm. Nothing could exceed the astonishment of the latter at the intelligence. He refused at first to give credence to it, observing, 'It is only Mr. Wolfe, with a small party, come to burn a few houses, look about him, and return.' On being informed, however, that Wolfe was at that moment in possession of the Plains of Abraham—'Then,' said he, 'they have at last got to the weak side of this miserable garrison. Therefore, we must endeavor to crush them by our numbers, and to scalp them all before twelve o'clock.' He issued immediate orders to break up the camp, and led a considerable portion of the army across the River St. Charles, in order to place them between the city and the English. Vaudreuil, on quitting the lines at Beauport, gave orders to the rest of the troops to follow him. On his arrival at the Plains, however, he met the French army in full flight towards the bridge of boats, and learned that Montcalm had been dangerously wounded. In vain he attempted to rally them—the rout was general—and all hopes of retrieving the day and saving the honor of France, were abandoned."—*Fourth Reader, p. 88.*

(1) Explain the sense in which the words 'intelligence,' 'credence,' 'garrison,' 'endeavor,' 'issued,' 'lines,' 'rally,' 'rout,' 'abandoned,' are used in this passage.

(2) What is meant by 'retrieving the day,' and what by 'saving the honor of France'?

(3) 'Landing of Wolfe above the town.' Name the town. By what route did Wolfe come to it? In what direction from it is a place above it?

(4) What is the position of Beauport, the River St. Charles, and the Plains of Abraham with reference to this town? Across what was the bridge of boats?

(5) Which two of the following words are pronounced alike: 'rout,' 'rout,' 'route.'

(6) How many years have gone by since the events here told happened? Give the rest of the story of Wolfe and Montcalm in your own words.

2. Give an account of the conquest of Mexico.

3. "What should we do but sing His praise  
That led us through the watery maze,  
Where lie the huge sea-monsters wracks,  
That list the deep upon their backs,  
Unto an isle so long unknown,  
And yet far kinder than our own?  
He lands us on a grassy stage,  
Safe from the storms and prelates' rage."

—*Song of the Emigrants in Bermuda.*

*Fourth Reader, p. 143.*

(1) What is meant by 'the watery maze,' and why is it called a 'maze'?

(2) What is meant by 'the deep'? Name the 'isle so long unknown,' and also 'our own.'

(3) Who 'lands us on a grassy stage'? What is the meaning of 'stage' in this line? What are 'prelates'? Explain the reference in 'prelates' rage'?

(4) Make a list of the dissyllables and one of the trisyllables in these lines.

(5) Give the other words pronounced the same as 'praise,' 'led,' 'maze,' 'sea,' 'their,' 'isle,' 'an,' 'so,' 'our,' and explain their meaning.

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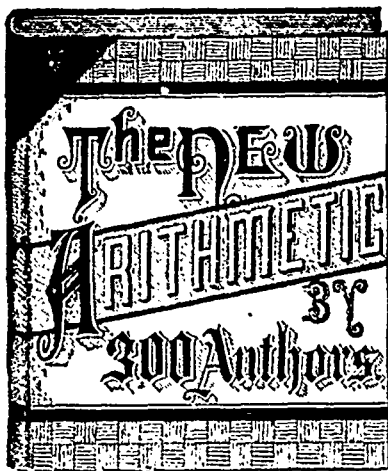
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