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THE CANADA
 EDUCATIONAL MONTHLY
 AND SCHOOL MAGAZINE.

MARCH, 1882.

POETS AND PRONUNCIATION.*

BY F. BLAKE CROFTON, TRURO, N.S.

IT would be absurd to expect that in a thousand consecutive couplets every rhyme should be perfect. The spirit which made the countryman vote against Aristides, because he was tired of hearing him called just, would rise in rebellion against a poet who uniformly rhymed with mathematical exactness. An occasional jolt or jar to a canoe floating down a tranquil stream is refreshing to its occupant. It makes him better appreciate the general smoothness of the motion.

"Chère Hylas, Je suis las De l'escrime De la rime.	Tous ses traits Sans attraits M'evertuent Et me tuent ;"
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sighed a Frenchman, wearied by unchanging sweetness.

Even were this yearning for the spice of variety less widespread than

it is, it would yet be undesirable that an inexorable law should abolish moderate poetic license in regard to rhymes. It would be lamentable indeed if

"Tyrannic rhyme, that cramps to equal
 chime
 The gay, the soft, the florid, and sublime,"

were so cruel a tyrant as to force poets to suppress every grand conceit, and every beautiful expression, which they could not introduce without a slight imperfection in assonance. The gratified fancy soothes the offended ear of the critic as he reads such a couplet as,

"O'er her warm cheek and rising bosom
move
 The bloom of young desire and purple
 light of love."

But this right of making exceptions to the rule carries with it a grave responsibility. An incorrect rhyme in a striking distich, especially in one destined to become a familiar quota-

* Revised for the "CANADA EDUCATIONAL MONTHLY" by the author, from an article which appeared in a New York magazine.

tion, may foster and perpetuate a popular mispronunciation. The rhyming of "love" and "move" is harmless, because there is nowhere a tendency to sound these words alike. The rhyming of "love" with "grove" is not quite so unobjectionable, because "love" is a rare provincialism, as well as the usual pronunciation of foreigners. The rhyming of "tone" and "none" is actually mischievous, because it tends to spread a very common vulgarism.

It would be a hard task to determine how far certain familiar lines have added to the vitality of mispronunciations. How far, for example, is the prevalence of one of the quaintest vagaries of his native brogue attributable to the great popularity of Oliver Goldsmith's "Traveller," of which the following is the second couplet :

"Or onward, where the rude Carinthian *boor*
Against the houseless stranger shuts the *door.*"

In less widely-read poems, Mrs. Browning and Owen Meredith follow suit :

"For where my worthiness is *poor*
My will stands richly at the *door* ;"

and,

"Her carriage drew up to the bookseller's *door*,
Where they publish those nice little books
for the *poor.*"

Has the question of the far-famed crow—

"Unto his *mate*,
"What shall we do for bread to *eat* ?"—

nothing to do with the frequency of another Irishism? Would any one misaccentuate "contrary" on the second syllable but for the immortal "Mistress Mary, quite contrary," of the nursery rhyme? Or is the sublime muse of Mother Goose only embodying a current error in this line, as she evidently is in the tale of Mother Hubbard's unhappy dog, which expected a "bone," but got "none."

There are a few people, who, whether from ignorance, contrariety, or an ultra-Quaker view of the nature of truth, persist in sounding "wander," "wan," "war," as they are spelt. How much has the number of these persons been increased by such oft-repeated distichs as those that follow?—

"Goosey, goosey, *gander*,
Where do you *wander* ?"

and,

"His face with age was *wan*
And skeletons of *nations*
Were around that lonely *man.*"

in Campbell's "Last Man," and

"But hark! through the far-flashing lightning of *war*,
What steed to the desert flies frantic and far?"

in his still more universally known "Lochiel's Warning." Other desperate assaults have been made on the orthodox pronunciation of "war," by

"Dalhousie, the great god of *war*,
Lieutenant-Colonel to the Earl of *Mar* !"

by Byron's

"Young hussar,
The whiskered votary of love and war ;"

by Mrs. Hemans'

"King Bucar,
And the Libyan kings who had joined his *war* ;"

and by many equally redoubted champions; so that the wonder is, not that the wrong sound of the word should be heard in some northern counties of England, but that the right sound should be heard anywhere.

In a well-known hymn (not by a New Englander, despite this internal evidence), "home" is the slovenly partner of "come:"

"The year of jubilee is come ;
Return, ye ransomed sinners, home !"

And "Owen Meredith," in his "Babylonia" (was it to delight his

Boston publishers?), makes "are" rhyme with "care." The same poet is also guilty of the following :

"They (ears) fell so fast that, to hide my grief,

I borrowed my neighbour's handkerchief," which he puts in the mouth of a thief, it is true, but not of a thief who is speaking his native tongue, or, in other words, "slinging slang." In Mrs. Browning's "Confessions," "creature" rhymes with "nature." The subject of "Confessions" is very solemn, and it is therefore unfortunate that this distorted rhyme should suggest anything so profane as "a drop of the crathur," the phrase in which we most frequently hear the distortion. None of the passages referred to in this paragraph have become familiar quotations, or even "elegant extracts," and the evil effects of bad example in them are accordingly reduced. Yet it is possible that some ignorant readers have been confirmed in their ignorance by every one of them, except the last, for few Irishmen who could be misled thereby can read at all.

A more mischievous rhyme is the following, both from the extreme popularity of "Locksley Hall," where it occurs, and from the frequency of the mispronunciation of "one" among respectable, though semi-educated, citizens of the United States :

"I, that rather he d it better men should
perish one by *one*
Than that earth should stand at gaze, like
Joshua's moon in *Ajaron*."

Mrs. Hemans has another common error in this frequently quoted passage :

"Eve for glad meetings round the joyous
hearth ;
Night for the dreams of sleep, the voice
of prayer ;
But all for thee, thou mightiest of the
earth."

What the geographical home of the impropriety may be, I cannot say ; but no one can travel long in English-

speaking countries without meeting persons who articulate "pour" and "tour" as if they were spelt *power* and *lower*. Probably each of these mistakes is imbedded in and preserved by several false rhymes. I recall two : the former from "Marmion ;" the latter, I think, from Beattie's "Minstrel :

"And shout of loud defiance *pours*,
And shakes his gauntlet at the *towers*."

"Deep mourns the turtle in sequented
bower,
And the lark carols clear from her aerial
tour."

In one poem Mrs. Browning makes "look," in another "took," the companion rhyme of "struck"—an inelegance the worst of which is that it irresistibly reminds the reader, in either case, of a somewhat quaint Hibernicism. The same poetess, in a line of her "Duchess Mary," which has an unfortunate tendency to fasten itself upon the memory—

"He would wed with his *betrotted*, an she
loved him, and she *locthed*"—

and, in at least one other place, countenances a peculiarity of some educated people. Whether she shared it herself or not, it is impossible to guess, for she plays unusually fast and loose with the laws of rhyme. Thus, in one triplet of her "Vision of Poets," she has "flowings," "bowings," and "poems ;" in another "strown," "soon," and "town ;" in another "took," "struck," and "woke ;" in another "lull," "wonderful," and "rule," besides other startlingly false assonances. One stanza in the same poem reads :

"Its lifeless shadow lies *oblique*
Up on the p ol—where, javelin-like,
The star-rays quiver while they strike."

The uncommon pronunciation of the italicized word, suggested here, would probably be still more uncommon had not Tennyson added his sanction of it to Mrs. Browning's :

" If straight they track, or if *oblique*,
Thou knowest not; shadows thou dost
strike,
Embracing cloud, Ixion-like."

It is to be noticed that all three rhymes are identical in these two triplets.

That the once fashionable pronunciations *tay* and *jine*, for "tea" and "join," still linger—both of them with the Irish peasantry, and the latter with many other uneducated people as well—may be partly due to Pope's famous couplet :

" There thou, great Anna, whom three
realms obey,
Dost sometimes counsel take, and some-
times tea."

and his still more famous triplet :¹

" Waller was smooth ; but Dryden taught to
join
The varying verse, the full resounding line.
The long majestic march, and energy di-
vine.

But for the conservative force of rhyme the obsolescent *wound* for "wound" would probably be obsolete. In the opening lines of Dryden's "Hind and Panther;" in Scott's tribute to Fox's "genius high and lore profound, And wit that loved to play not *wound*," in the preface to "Marmion;" twice in the most striking passage of "Rokeby" (Bertram's death); and in scores of less important contexts, "wound" occurs in assonance with such words as "ground," "hound," "bound."

The word "avalanche" is at present in a transition state ; but the inevitable triumph of the Anglicized over the French pronunciation has probably been hastened by Longfellow's couplet :

" Beware the pine-tree's withered branch,
Beware the awful avalanche !"

I consider that the popular song containing the lines,

" I have trod the desert *path* ;
I have seen the storm arise,
Like a giant in his *wrath*,"

is an efficient ally of those who wish to sentence the pronunciation *wrazoth* to death or transportation. And every such rhyme as Sir Walter Scott's,

" But Basil's voice the deed *forbade* ;
A mantle o'er his corse he laid,"

I view as partly responsible for our divided usage as to the italicized word. From such a rhyme as Tenyson's,

" We left behind the painted *buoy*
That tosses at the harbour mouth ;
And madly danced our hearts with *joy*,
As fast we flected to the South,"

we cannot tell whether the poet himself sounded the *u* in "buoy" or not ; but we may infer that he never dreamed of that complicated pronunciation which Webster prefers, and which the orthography *buwooy* expresses as closely as it can be expressed. Hood's pun about the buoy at the Nore and the girl at the Needles shows still more exactly how *he* pronounced the word. In regard to this word I am inclined to prophesy the sailors, poets, and punsters will finally prevail over the orthoëpists.

There has always been a common tendency in baffled rhymers to substitute what are rhymes to the eye, for what are rhymes to the ear. Even Milton, in his "L'Allegro," makes "melancholy" rhyme with "holy." This tendency I believe to be one of the factors (others being the infection of foreign pronunciation, and the vanity of semi-educated persons—multiplied by the common schools—who are fond of indirectly displaying their knowledge of spelling) which have made most Americans substitute a distinct for an obscure vowel sound, and place two accents, in spite of Webster and the genius of our language, on many words ending in *ary*, *ory*, *mony*, *ate*, etc.

The exigencies of rhyme sometimes make versifiers transgress other rules than those of pronunciation :

"Tom, Tom, the piper's son,
Stole a pig, and away he *run*,
The pig was *cat* and Tom was *beat*,
Till he ran, roaring, down the street."

In this stanza are direct incentives to two—perhaps I should say three—barbarisms more or less prevalent among, and dangerous to, the rank and file of the rising generation. But then Mother Goose is a frequent offender against the proprieties of language. It is, however, matter for surprise as well as regret that Byron, whose "well of English" is generally so "undefiled," should have closed his glorious apostrophe to the sea with so objectionable a phrase as "There let him *lay*!" Possibly it may have amused him to shock the grammatical as well as the moral sense of the "gentle reader" by unexpected rhymes! Another noble poet (Owen Meredith) has the following questionable idiom in his saucy little "Sea-saw":

"When they asked me about it, I told them
plain,
Love it was that had turned my brain."

And in his fine dedication to his "Wanderer" the same writer has made this still crueller sacrifice at the altar of rhyme:

"But now the star of eve hath *stole*
Thro' the deep sunset, and the whole," etc.

The participle "broke," which occurs in Gray's "Progress of Poesy," was possibly still admissible when Sir Walter Scott wrote:

"To the Lords of Convention has Claverhouse spoke,
'Ere the king's crown go down, there are
crowds to be *broke*."

But I fear this form had become hopelessly "colloquial and vulgar," when Mr. Longfellow gave his countenance to it in his lines:

"Long, long after, in the heart of an oak
I found the arrow, still *unbroke*."

But *these* poetical peccadillos are foreign to my theme.

Though rhythm coaxes juvenile spouters of poetry to murder the elocution of whole lines, and lay cruel weight on puny little *and's*, and *a's*, and *the's*, its power is limited to affecting the *accent*. Yet, within its own domain, it has its victories over correct pronunciation no less renowned than those of rhyme. "On Susquehanna's side fair *Wyoming*," Campbell began his "Gertrude of Wyoming;" and as a consequence of his false quantity, ninety-nine Englishmen out of a hundred—though Englishmen no longer deem it a point of breeding to pronounce American names differently from the natives—misaccentuate the word. By laying the accent on the last syllable of *akbar* in his "Lalla Rookh," Moore has doubtless made a common error more universal than it was before. It was probably a result of his "little Latin and less Greek" that Shakespeare has laid the stress on the second instead of the third syllable of *Andronicus*, throughout his "Titus Andronicus," and forced actors and readers to do the same. His familiar antithesis, "Hyperion to a Satyr," has led even reluctant scholars to follow the multitude to do evil. The classic and correct Milton was doubtless using a conscious license when he wrote "Belus and *Sérapis*, their gods;" but there is an unfortunate tendency to follow his lead, as I became aware in a certain seaport town where H. M. S. *Sérapis* happened to be anchored.

For generations there has been a fair fight between the rival accentuations *princess* and *prinçess*. Analogy and numbers were for the former; but, perhaps, most of the upper classes, as Walker almost indignantly admitted, were for the latter; and the upper classes generally prevail in matters of pronunciation. Yet I look upon *prinçess* as doomed to death (perhaps a distant death) even in England, not so much because *all* the orthoëpists

are against it, as because *most* modern poets have followed their example. Among these I find Tennyson, throughout his "Princess," Mrs. Browning and Owen Meredith. Adelaide Proctor emphasizes her preference in the lines,

"There was Princess May, and Princess Alice,
And the youngest Princess, Gwendoline."

while Cowper showed his probably to be the same in his oft-recited "Boadicea:"

"Princess, if our aged eyes
Weep to see thy matchless wrongs."

"If a man were permitted to make all the ballads, he need not care who should make a nation's laws—of pro-

nunciation," old Fletcher of Saltoun said—all but the last two words, which I have added by an unpoetical license. Happily, when Mark Twain's conductors' chorus became the rage, there was no pre-existent tendency to revive the sound, so common in middle-age ballads, of certain terminations in "er." Otherwise the effect of that haunting refrain would have been irresistible: "Punch, brothers, punch, punch with care; right in the presence of the *passenjare!*" Even as it is, it is a nice subject for speculation how many more everlasting jingles would stifle the warnings of conscience in Webster's editors, and cause the mediæval *passengère* to appear in future editions of "the Unabridged."

A YEAR IN ENGLAND: WHAT I SAW, WHAT I HEARD, AND WHAT I THOUGHT.

BY A CANADIAN.

(Continued from page 10.)

II.—THE LANDING.

DEAR SAMMY,—

SO, my boy, you are glad to find, you say, that I return as much of a Canadian as when I left my native shores. Well, you always were one of those few in this hard world that let their neighbours down easy. You might have said, you know, that I had returned as full of my narrow provincialism and Colonial conceit as ever; but, in truth, I have not brought myself back in quite the same condition as regards the said narrowness as possibly I might have done, and as I am very certain not a few do. The Canadian may not head the list in this matter, though I was often surprised to meet my fellow-countrymen

in London, and observe that their eyes were, if not blinded, to say the least, very dim, in seeing how insignificant things in general were in the Dominion in comparison with even that part of England comprised in the term London alone. But, Sammy, I did honestly try to lay aside my spectacles, as I think I told you before, and try to see things as they were. But to carry you on with me: I awoke one Monday morning to find our ship anchored in the Mersey—a very dirty stream withal, just where we were at all events—opposite the great city of Liverpool; not that I would have been able to make out our whereabouts had I not come at it by a chain of reasoning, for the fog was so dense that we could not see

distinctly three hundred yards before us. But from the fact that we were evidently in a river, that the tugs were flying about us by the score, and that in the city adjoining the noise of foundries, vehicles, and all that goes to make up the din of a great centre, was most impressive, the only conclusion left was that I had reached my destination, and had better brace up my nerves to look after my movables and face those much-dreaded functionaries, the officials of Her Majesty's Customs. A good deal of discussion in regard to the character of these officials had engaged our attention for the past two days. These disquisitions were neither exactly psychological nor historical, but that sort of mongrel mental product a man of the world calls his *opinion*. As I am not a man of the world, Sammy, as you know, I said little, but hoped that honest, straightforward dealing would prove more successful than either bravado or bribery. But we have not yet quite reached this stage in the progress of affairs. After a period of confusion, similar to that of getting on board at Quebec, a marked pause in the general stir was caused by the announcement that the tender was approaching. True it was, and, moreover, that same tender, her build, her crew, her officers, her general deportment, was to me a synopsis of England. A very different thing altogether from the Canadian tender. She was big, heavy, squarish, looming up amid the fog like some black rock—a thing not to be moved easily, and not very nimble either. Her captain stood near the wheelhouse, looking hearty, fat and contented; all the subordinates, down to the cabin-boy, seemed to be in equally sound condition. Evidently these people believed they had a right to direct the speed of things in this world, and not that they must run the race with every event that time

bears on its bosom. Our luggage was placed on board the lesser vessel, each one seeming to take his own time except our American selves. But before I had been ten minutes among these people I, too, caught the spirit of tranquillity; I began to feel that I could live a very tolerable existence with the speed considerably lowered, and from that moment till I left England I felt the good effects of taking things leisurely.

As we neared the Customs dock I saw a number of individuals, some of them old men, standing as though they had been planted there, and were growing right healthily too, judging from their rubicund faces, which hearty mortals proved to be the famous Liverpool porters. Their heads were square, their shoulders were square, they were all square; and when I saw them take up and carry off boxes that usually, with us here in Canada, two or three men find enough to grumble about, my amazement was great. And I want to tell you another thing, Sammy, and it is this: I saw more confusion, ill humour, lack of civility, and want of appreciation of the difference between men, by reason of position and culture, one evening in ten minutes at the Union Station in Toronto, than I saw at all the great railway stations I had an opportunity of visiting in England, not excluding St. Pancras, in London, with its three hundred trains daily. Yes, my dear Sammy, I am as much of a Canadian as ever; but commend me to the civility and respect shown by subordinates, especially public employees, in the mother land. I should very much like to bring a few of our American and Canadian railroad servants, who are such mighty magnates in their own eyes, to their knees. One might sometimes suppose it was by special favour of these functionaries one was allowed to travel at all. I do not speak of all of them; but

any one who has been in the old and also travelled in America, will bear out what I say. I fancy you are in a state of anxiety to know how I "passed the Customs." I passed easily, because I passed honestly. I made no attempt to conceal, answered all questions, told them exactly what I had—opened for them one trunk—told them I had in another box with lid screwed down certain things essential to one of my vocation. They examined courteously one package, and finding facts agreed with statements did not put me to the inconvenience of opening the other. All was good order, the luggage being arranged in tiers alphabetically, according to the address. How different the case at Quebec on the return—no order, no system; hence waste of time, injustice, and general dissatisfaction.

The ride from Liverpool to London in the lightning express (two hundred miles in five hours) was to me very pleasant. There are some features of English railroading I do not like, especially being obliged to maintain an oversight over one's luggage. To me it seems a great comfort to have one's luggage checked—put the guarantee of its safe delivery in one's pocket,—and take no further concern. But then it must be borne in mind that the oversight referred to means very little. Porters are at hand at every station with their trucks; they attend to the safe deposit of articles very carefully, and expect only two or three pence for their trouble. That mention of giving a man—an adult fellow-being—a "tip" of two-pence, I dare say, Sammy, raises queer feelings in your mind. When I offered it first, after due tutoring by an Englishman, I felt awfully ashamed, and turned away to blush. But "tipping," though a nuisance, is not an unmitigated one. Through it you can certainly get civility and attention by paying a little for it, but your pub-

lic servant here with us alike despises often both you and the 'tip' you might offer. "Is thy servant a dog that he should do this thing?" Oh, no, not he; he exhibits but one of the traits of that animal—*snarling*. I know you will say I am too hard on these people, Sammy; but I tell you candidly my baggage, and my feelings too, suffered more during my journey from Quebec to Toronto on the railroad than during all my travel in England and by ship during the two voyages.

What of English scenery? Having selected the route to London by the Midland line, I had an opportunity of judging of the "black country," or coal district. As the ride took me through one of the best parts of the country, an opportunity was afforded to gather a few impressions, which were all the more valuable, perhaps, as they were necessarily of a very general character. The country, it seems to me, corresponds perfectly to the character of the people. There was an absence of anything extreme, unusual, unexpected, grand, or even particularly beautiful; but again there was a fair mingling of hill and dale, pleasing woodland, green meadow or corn-field. Now, is it not so with your Englishman? The English as a race are not noted for fine talents, or the sparkle of genius, to the same degree perhaps as the Scotch—certainly not nearly so much so as the Irish. But in good sound judgment, in capacity for governing and being governed, in the acquisition of what makes for material greatness, they are unsurpassed. I speak of what I observed. After mingling with a great many men of culture in the old land, Sammy, I am bound to say as a Canadian—unprejudiced surely in regard to the nationalities of any of the great divisions of the mother land—that the *cultivated* Irishmen I met in London were, in sparkling, bright, elastic, penetrating, subtle intellection (if you will

allow me to coin that word to denote the mental process, generally), incomparably superior to those of either of the other nationalities I met. But in "getting on in the world" they were often surpassed by their duller English and Scotch comrades. Well, Sammy, so be it; but their candid, transparent, generous, honourable natures melt into one's human composition. We love such people, and cannot help it, and they awake in us an enthusiasm about life, your shrewd John Bull, though he be the acquirer of millions, can never effect. But I must not say more now, for you will hear a good deal about my impressions of the three nationalities again, though I am very sure you and I will quarrel on some points; but then you know you judge by what you see of these people in Canada, and of a certain class of Irish, at least, you see very little indeed in the Dominion.

But perhaps I might be a little more definite in regard to the country. When I was a boy, somehow there got into my head the notion that at one time England was a great forest—a long time back, when history was young, etc., etc.—but that now scarcely a tree was to be found, and that the towns and villages were as thick as beehives; indeed I never *quite* recovered from this strong impression, and I confess to not a little surprise to find myself riding through a country quite as well wooded in many parts as in scores of districts in Ontario. The trees are of much less altitude and smaller altogether—looking like our own, when a little stunted in their growth. Let me bear testimony also to the trim neatness of the English hedgerow. I wish we could substitute it here for our unsightly rail fences, or, worse still, those repulsive stumps rolled up together, making a mass of ugliness

that must pervert even the best moral natures if obliged to gaze on them daily. I have even seen them around a school-house. The Greeks believed in bringing youth in contact with beauty, so that the life might be beautiful and harmonious; but we in Canada trust to the harmony suggested by the unnumbered prongs of pine stumps. Sammy, is it any wonder politicians, when they get beyond boyhood, speak so gracefully of each other and mingle so harmoniously? I wish the Canadian farmer could get one glimpse of the English tillage. He would either renounce his occupation or reform it, else he is a worse fellow than I have ever taken him to be; such care, such neatness, everywhere visible, I certainly never saw even an approach to with us.

But when a tenant has to pay as much rent as would in a few years buy outright a good farm in this country, he must of necessity make the most of everything. Labour is cheap, and the unfortunate farm-hand, to my thinking, leads an existence but little above the brutes about him; though they are many of them endowed with all that is necessary to success in agriculture in this land if they could but get here and make a start. As a rule, too, they are more contented and altogether less given to chronic grumbling than the surplus of the great centres that constitute the large proportion that come to us. But, my dear Sammy, I have already given you enough for one mental meal—more than your Canadian stomach, with its fastidious appetite, pampered by prejudices, etc., will digest. Oh! how I shall catch it in your reply. I feel a shiver come over me. Let me bid you a hasty adieu for the present.

Yours candidly,

TOMMY.

(To be continued.)

COMMON ERRORS OF SPEECH AND THEIR CORRECTION.*

BY H. J. STRANG, B.A., PRINCIPAL HIGH SCHOOL, GODERICH.

HAVING consented, though not without considerable reluctance, to prepare a paper for this meeting of our Association, I thought that probably I could not do better than direct your attention for a little to the above-named subject.

In making this choice of a topic, I was influenced partly, I confess, by the fact that I had ready at hand a large number of illustrative examples, gathered from a variety of sources; but partly also, if not mainly, by the conviction, which every term's experience serves only to strengthen, that the subject has not received—and, indeed, cannot receive, under our present high pressure system of cramming for examinations—the attention which it deserves; and that the practical results of the teaching of grammar and composition in our schools, as tested by the ability of pupils to express themselves readily, clearly and correctly, are far from satisfactory.

That errors of speech, both written and spoken, are discreditably common, not only among those who have received merely an ordinary public school education, but even among those who have attended our High Schools and Collegiate Institutes—I am almost tempted to add Colleges and professional schools—will scarcely be denied by any one who has given even a moderate amount of critical attention to the English that he daily hears and reads.

To take the case alone of our own

profession, how few there are of us whose special attention is supposed to have been called to this matter, and whose imperative duty it certainly ought to be to act as vigilant and resolute guardians of the purity of our mother tongue, that have not to confess to frequent unfaithfulness to our trust, or that can be depended on to speak for five minutes or to write a page of foolscap without doing violence to the Queen's English.

The producing causes of the impropriety of speech to be heard in everyday life, I believe, are the following: 1. The bad English which scholars are almost constantly hearing spoken around them as they grow up, and which unfortunately is but too common in many of our school-books and local newspapers. 2. The fact that due importance has never been attached by our educational authorities to the value of correct speaking, and that of late years, owing to the excessive and unwise prominence given to mathematical subjects, under our system of inspection and examination tests, it has been and is impossible to give sufficient time and attention to the proper teaching of English. 3. The want of a suitable text-book in Grammar and Composition, coupled with the fact that the one in common use avowedly condemns the practice of giving pupils special drill in the correction of grammatical errors.

With reference to the last of these causes, whether Lennie was right in defining English Grammar as "the art of speaking and writing the Eng-

* A paper read before the West Huron Teachers' Association, at Exeter, February 17th, 1882.

lish language correctly," or whether Whitney, probably the highest authority on language on this Continent, is correct in stating, in the preface to his "Essentials of English Grammar," that "Grammar is the reflective study of a language for a variety of purposes, of which correctness in speaking is only a secondary and subordinate one," I shall not attempt to discuss. I may, however, be permitted to express my firm belief, (1) that the careful study of Lennie's Grammar was not only likely to produce, but as a matter of fact did produce, better results as regards correct speaking and writing than an equally diligent use of Davies' Grammar has ever shown; and (2) that in this practical age it is only in so far as the correct use of English is made the primary and special object of the study of English Grammar that that subject is entitled to, and will continue to hold, a prominent place in our public school programme. After many years' experience and observation, I am convinced that very much of the time spent in our public schools in teaching grammatical definitions, and the technicalities of parsing and analysis, is as completely wasted, so far as practical benefit or intellectual training is concerned, as is a great deal of the time spent (or rather *misspent*) in the High Schools in tormenting our girls with arithmetical conundrums and algebraical devices.

It is not my intention to dwell on this matter at present, but I may say that I have often thought that what is needed for our public schools is some simple work, which, giving only so much of technical grammar as might be necessary to enable pupils to understand readily the application of principles and cautions, should contain a large amount of practical composition drill, and at the same time train the pupils by suitable examples and exercises to be on their

guard against the commonest errors of grammar and style in composition.

The editor of the authorized grammar has, indeed, attempted in his preface to defend his view of the inadvisability of special drill in grammatical errors, but I cannot help thinking that he has been very unfortunate in his illustration. If the pupil of whom he speaks had not been and were not likely to be surrounded with faulty models, it might be unnecessary and unwise to call his special attention to them. If, however, like the great majority of our pupils, he were constantly coming in contact with these faulty models and finding them used by his companions and, too often also, by his parents and older friends, would a prudent and experienced master content himself with setting before him good models and correcting his errors while under instruction? Would he not, occasionally at least, bring specially before him these faulty models, and by carefully comparing and contrasting them with the true, train him to be on his guard against their seductive influence?

In our case, moreover, the necessity is all the greater, inasmuch as the ears as well as the eyes of our pupils are constantly exposed to the injurious influence. Whatever the editor of the work referred to may think, experience has convinced me that not only is it necessary to give special drill in the correction of errors, but that there must be *oral* drill as well as *written*, to train the *ear* as well as the *eye*. I have repeatedly had pupils who could and would detect readily all ordinary grammatical errors in a sentence presented to the eye, and whose written exercises were, as a rule, comparatively correct, but who at the same time would scarcely utter three or four successive sentences without being guilty of some glaring solecism.

Coming now to the second assigned cause, I gladly acknowledge that the increased value assigned on examination papers to the correction of errors, the marks allowed for "form" of answers, and the clause in the regulations respecting Model Schools, that "no candidate who habitually speaks ungrammatically, or mispronounces ordinary words, *should* (why not *shall*?) receive a certificate," may be taken as evidences of a growing appreciation on the part of our educational authorities of the importance of this subject, and I shall therefore hope to see further progress in this direction.

As to what I have said about the undue prominence given to mathematics at the expense of English, I hold, as some of you know, strong views on this subject; but as time will not permit me at present to enlarge upon it, I shall content myself with quoting, as ample justification for what I have said, the following sentences from the report of High School Inspector Marling for the year 1879: "Excessive and disproportionate attention is being paid in general to the mathematical side of the work. It is not uncommon to find fully five-eighths of the school time (speaking of the High Schools), to say nothing of home work, taken up with the solution of problems useful enough, no doubt, as exercises of the pupil's ingenuity, but of small educational value otherwise. . . . Intelligent and expressive reading is in danger of becoming a 'lost art' among us; English composition is often crowded out of the school programmes altogether." I merely add, that as far as my knowledge goes, the evil has in no way diminished since these words were written. [Alas! since this paper was put in type, he who wrote the extract I have quoted has suddenly passed from the sphere of his work, and left his wise words as an admonition to us all. Though the voice is

forever silent, his words should speak with double force, for he who gave them expression knew of what he affirmed, and he was a faithful servitor of the cause he enthusiastically championed.]

Turning finally to the first cause I assigned, it would, I fear, be vain to hope that the day will come when our pupils will not hear bad English spoken around them; but surely it is not too much to expect that our educational authorities should see that the school-books in our pupils' hands are not, as too many of them unquestionably now are, disfigured by glaring faults of grammar and style, as well as by erroneous and misleading statements.

I trust that, in coupling our local newspapers with our school-books as frequent offenders in this respect, I shall not excite the wrath of any of my editorial friends. I yield to no one in appreciation of the energy, ability and general intelligence which characterize our rural press as a whole, and it is precisely because I attach so much importance to the influence which it wields over our language as well as our legislation, that I regret that the editorial columns are so frequently marred by the misuse of words and ignorance of the commonest rules of construction. I know that in many respects it may be said of the true editor as of the true poet, that he is born, not made; and yet, remembering that in hundreds of homes, apart from the Bible and the school-books, the local newspaper constitutes the sole literature of the household, and reflecting on the important part that our editorial friends thus play as educators, I have sometimes wondered whether it would not be possible to establish a training-school and a course of study for editors as well as for teachers. Should this ever be attempted, I beg to suggest that English Grammar, Logic, Politi-

cal Economy, and (shall I not add?) Christian Morals, be made test subjects.

I find, however, that I have far exceeded the intended limits of my preliminary remarks, and shall therefore only delay further to say that I have, in accordance with the title of my paper, confined myself almost entirely to common errors. A few of the examples have been taken from works on grammar and composition, but the majority have been personally collected in the course of a somewhat lengthened experience as a teacher. I have levied on all classes of people and on all forms of literature. Speeches and sermons, stories and editorials, school compositions and official reports, have each contributed their share. I have not spared my own blunders, and therefore I trust that no one else will take offence.

Coming at length, then, to the practical illustration of my subject, I may say that I originally intended to group my examples and remarks under the three convenient headings—Grammatical Errors, Errors of Style, and Errors of Pronunciation; but that, having already taken up so much time and space, I shall, for the present at least, drop the last, and confine myself to the other two classes.

I. GRAMMATICAL ERRORS.—These, as might be expected, occur chiefly in the use of pronouns and verbs, and may be divided into two classes—Errors of Accidence, and Errors of Syntax.

Under the former may be placed the following :

1. A few wrong plural forms, *e.g.*, *monies*, *spoonsful*, *cuppsful*, the last two being very common in prescriptions and household receipts.

2. The neglect or misuse of the apostrophe as a sign of the possessive case or of contraction, *e.g.*, “six months rest,” “mens’ overshoes,” “boat’s to hire,” “does’nt.”

3. The use of *these* and *those* for *this* and *that*, before *sort* or *kind*, when a plural noun follows, as “these sort of pens,” “those kind of questions.”

4. The use of the superlative for the comparative in speaking of two persons or things; as, “I gave the book to the *oldest* of the two girls.” “Which is the *farthest* north, Goderich or Montreal?” In this connection we may notice also such common errors as: “The S—— has the largest circulation of any other paper in the county,” for “a larger circulation than,” or “the largest circulation of all the papers;” and “I claim that it will do more and better work than any machine in the market,” for “than any other machine.”

5. The use of “another” and “one another” for “the other” and “each other,” in speaking of two persons or things; as, “We walked up and down the long hall from one end to another;” “These two boys are always quarrelling with one another.” Also, the wrong use of “either,” “neither,” and “between,” in speaking of more than two; as, “Neither (none) of these (three) methods can be said to be strictly correct.” “Divide these apples between (among) these three boys.”

6. The use of the wrong auxiliary verb, chiefly (1) “can” for “may,” as, “Please, sir, can I go out?” (2) “will” for “shall,” in asking questions in the first person—very common in the school-room and at the table—“How will we know which is the right answer?” “Will I find you at home if I call this evening?” “Will I help you to some of this jelly?” (3) “Will” and “would” for “shall” and “should,” after such expressions as, “I fear,” “I hope,” “I am glad,” “I am sorry,” “If I were,” etc.; as, “I fear we *will* be late for the train.” “I was hoping we *would* have the pleasure of hearing him preach.” “I am

glad we *will* be in time to see it." "I am sorry I *will* not have the pleasure of seeing you again before you go." "If I were you, I *would* be afraid to tell him." "If we examine this question carefully we *will* find," etc. "I *would* like very much to hear your views."

7. The use of the past participle for the past tense, and the past tense for the past participle. The following current expressions will serve to show the commonest cases: "I know he *done* (did) it, for I seen (saw) him do it." "They *sung* (sang) several hymns." "The bell *rung* (rang) twice this morning." "The boat *sunk* (sank) at the dock." "You have *went* (gone) over this so often that you ought to know it by heart." "The minister had *began* (begun) his sermon." "He must have *ran* (run) all the way home." "Probably he had *forgot* (forgotten) to put the cork in." "I nearly had my leg *broke* (broken) in that way." "His health was *drank* (drunk) with great enthusiasm."

8. The use of transitive forms for intransitive ones, chiefly, "lay" for "lie," and occasionally "raise" and "set" for "rise" and "sit;" as, "I found your books *laying* on the floor." "The boat was *laying* at the dock." "The town *lays* in that direction." "You had better go and *lay* down for a little." "The poor fellow must have *laid* there all night." "The river had *raised* several inches during the night." "She could not get her bread to *raise*." "Set up straight on your seats."

II. ERRORS OF SYNTAX.—These may be arranged under the following heads: *Concord, Government, Position, and Miscellaneous.*

Under the first of these we may consider:

1. Want of agreement between the verb and its subject. Thus (a) the use of the plural for the singular, which happens chiefly after the fol-

lowing words and expressions: "one," "each," "every," "either," "neither," "nobody but," "nothing but," "together with," "as well as," "and not;" also after collective nouns, and when a plural noun intervenes between the subject and the verb, as, "Not one of the boys that took part in it *are* now attending school." "Nearly every one of the candidates *were* from this county." "Every door and every window *were* crowded with spectators." "Each of the candidates *were* allowed another trial." "Have either of you girls a pencil about you?" "Either ignorance or carelessness *are* apt to produce this result." "Neither of these hypotheses *are* sufficient to account for all the phenomena." "Neither the Old nor the New Testament *contain* anything to warrant such a belief." "Nobody but the speakers and the reporters *were* allowed on the platform." "Nothing but trials and temptations *seem* to be in store for me." "The moral of the story is, that perseverance, coupled with patience and prudence, *are* sufficient to ensure success." "Economy, as well as industry, *are* necessary to achieve this result." "Efficiency, and not numbers, *are* what we ought to aim at." "A collection of apples, consisting of twenty distinct varieties, *were* particularly noticeable." "The costliness of his arms and apparel *were* evident at a glance." (b) The use of the singular for the plural, chiefly after such expressions as "more than one," "one of the best, worst, etc., that," "one of those that," "and not;" and when the subject comes after the verb, as, "More than one poor fellow *has* lost his life in that way." "Probably there *is* more than one teacher present who *fancies*," etc. "It is one of the hardest papers that *has* ever been given." "We beheld one of the finest sights that *was* ever witnessed." "The *W*— is one of those papers

that, under cover of independence, *hides* a great deal of partisanship." "I fear it is the emoluments and not the honour that *has* attracted him." "On the next table *was* to be found all sorts of toys and trinkets." "To this cause, no doubt, *is* to be attributed the numerous failures that have taken place." "*Was* you at school the day it happened?" Occasionally also we find the wrong person used, as, "You must remember that I am *a* man that *have* (has) seen a good deal of the world."

2. The use of the wrong case of the subject or predicate pronoun; thus, the use of objective for the subject nominative, chiefly after "than" and "as," and the use of "whom" for "who" in subordinate clauses; as, "Did they succeed any better than *us*?" "He is a good deal older than *her*." "She is nearly as tall as *me*." "I have heard persons *whom* I knew were good English scholars make this mistake." "He gave it to a man *whom* he thought was the owner of the establishment." "Give it to *whomsoever* seems to need it most." The objective for the predicate nominative, after the verb "to be," expressed or understood, thus, "It could not have been *her* that you saw." "It must have been my brother that you went to school with, not *me*." Occasionally the nominative is used for the objective after the infinitive "to be;" thus, "*Who* do you take me to be?" "I never imagined it to be *he*."

3. The want of agreement between pronouns and their antecedents. Errors of this class are exceedingly common, chiefly in sentences of the same character as those given under 1, (a) as "Not a boy in the class knew *their* lessons to-day." "Nearly every one of the exercises she gave me had mistakes in *them*." "You will scarcely find any one so stupid as not to know when *they* are made fun of." "Neither of the contending parties

would acknowledge *their* error." "Each of the gentlemen present gave *their* consent." "Which of you boys left *your* books lying on the steps?" "I found more than one boy in the class who did not understand what *he* *was* reading." "The father as well as the son agreed to use *their* influence." "Nobody but a fool would have left *their* money lying in such a place." "There was such a noise that one could scarcely collect *their* thoughts." "*Has* the committee given in *their* report yet?" "The committee *who* drafted the scheme *was* composed of the following ministers." "Even newspapers *who* advertise these lotteries are liable to be fined."

4. The use of wrong tense forms. Of this the commonest case is the improper use of *have*, especially after "intended," "hoped," "expected," etc., as, "I intended to *have written* (to write) you sooner." "Matters were in a worse position than I expected to *have found* (to find) them." "I was hoping to *have heard* (to hear) from him before this." "If I had known that yesterday I should have been able to *have gone* (to go) with them." "I don't see that he has done any more than it was his duty to *have done* (to do)." "I thought I should *have died* (die) laughing." Other errors in the use of tenses and moods are illustrated by the following: "I have called his attention to the matter, so that he *might* (may) have no excuse." "The fellow scarcely seemed to know that two and two *made* (make) four." "How far did you say it *was* (is) from Clinton to Seaforth?" "It is more than a year since he *has visited* (visited) Goderich." "If I *was* (were) in his place, I should be afraid to go." "Clerk wanted. It is indispensable that he write a good hand, and *has* (have) some knowledge of bookkeeping."

5. The use of adjectives for adverbs, and adverbs for adjectives, especially "bad," "friendly," "disorderly," "real," "different," "like," "suitable," "beautifully," "sweetly," "strangely;" as, "He behaved so *bad* (badly) that I had to suspend him." "He acted as *friendly* (in as friendly a manner) as if there had never been any quarrel between them." "Any person found smoking or acting *disorderly* (in a disorderly manner) will be turned off the premises." "I think it was *real* (really) mean of him not to let me go too." "Just as *like* (likely) as not you did it yourself." "He ought to dress more *suitable* (suitably) to his station in life." "I defy the gentleman to show that I ever spoke or voted *different* (differently)." "How *beautifully* (beautiful) your garden looks this summer!" "How *sweetly* (sweet) these flowers smell!" "It sounded *strangely* (strange) to hear him expressing such views."

6. The coupling together of dissimilar or inharmonious constructions; thus, "To do without these things is better than going into debt for them."

"Ere you mark another's sin
Bid thy own conscience look within."

"I always *have* (maintained) and always *will* maintain that you were wrong that time." "Canada *can* (produce) and not only *can* (produce) but *has produced* as good specimens as any other country in the world." "Your committee *is* of opinion that there is no time to be lost, and *have* therefore drafted a by-law." "The undersigned *has* received instructions from the Government Inspector, who has just visited *my* office, to enforce the regulations." "The subscriber *has* just opened out an entirely new stock of dry goods, etc., at *his* store on B— street, where *I* shall be happy to see, etc." "Persons *that* have been blind from their youth, but *who* have

had opportunities for instruction, can be taught, etc." "Here is the book *that* you lent me but *which* I forgot to give you yesterday." "A rhombus is a four-sided figure *whose* sides are equal, but *its* angles are not right angles." "In many of the Muskoka schools the junior classes are *as* well if not *better* taught *than* in some of the older sections of Ontario." "I claim that this machine will do *as much* if not *more* work in a given time *than* any other machine in the market." "I dare say she is *older* or at least *as old as* you." "He was a *better* scholar but not *so* agreeable a companion *as* his friend."

(11). *Government.*—Under this head we may class such errors as :

1. The use of the nominative form of pronouns for the objective after transitive verbs and prepositions,—chiefly confined to the use of *I, he,* and *she* after *let*, and of *I* after such prepositions as *between, for, to, with,* etc., also of *who* for *whom* in interrogative sentences; as, "Let you and *I* go for it." "Let you and *she* divide the amount equally." "Between you and *I* it looks like a failure." "He left word for John and *I* to call on our way home." "Who were you talking to when I passed you?" "Who does he generally stay with when he comes to town?"

2. The use of the objective for the possessive before the gerund or verbal noun in *ing*, as "There is no use in *me* trying the examination." "I never thought of *him* doing such a thing." "Is there any likelihood of the *Council* passing the by-law?"

3. The use of the wrong preposition after certain adjectives, verbs, etc. The following examples show what I have found to be the commonest errors of this nature: "Things are very different now *to* (from) what they were then." "Your method seems quite simple compared *to* (with) his." "Unfortunately he let it drop

in (into) the creek." "He was accused *with* (of) having acted unfairly in the distribution of the prizes." "The accident is likely to be attended *by* (with) serious consequences." "The poor fellow was lying ill *with* (of) the fever at the time."

Occasionally a preposition is wrongly or unnecessarily inserted, as in the following: "I do not recollect of any similar instance." "I cannot remember *of* reading the account." "He refused to accept *of* any remuneration." "I have made up my mind not to allow *of* any interference." In this connection I may also note such errors in the use of *than* and *when*, as, "The Court has taken a different view of his claims *than* the public did," for "from that which the public took." "I prefer *to be* (being) deceived occasionally *than to seem* (to seeming) to distrust everybody." "Hardly had he entered the room *than* (when) he discovered his mistake." "No sooner had he opened the door *when* (than) the flames burst forth."

(III). *Position*.—The chief errors coming under this head are (1) the misplacement of adverbs, such as "only," "almost," "rather;" as, "I have *only* received one letter (only one) from him." "Such prices are *only* paid in times (only in times) of great scarcity." "That is *rather* a (a rather) difficult question to answer." "His dexterity *almost* appeared (appeared almost) miraculous." (2) Also of the first of the following correlative words and phrases: "both—and," "alike—and," "not only—but also," "either—or," "neither—nor," thus, "He furnished examples, *both* of (of both) correct and incorrect reasoning." "Such a task would be *alike* barren of (alike of) instruction and amusement." "The honourable gentleman is *not only* mistaken in (not only in) his facts but also in his inferences." "He showed himself to be incom-

petent *either* to teach (to teach either) classics or mathematics." "He *neither* answered my (neither my) letter nor my card." (3) Placing adverbs between *to* and the following verbs, as: "I beg *to respectfully* recommend, etc." "To enable me *to filly* discharge, etc." "Sufficient *to readily* attract." (4) Misplacement of adverbial phrases, as: "He came very near being killed *more than once*." Everybody thought it was destined to be a great city *twenty years ago*. "Bosworth was the last battle of the Wars of the Roses, *in which Richard III. was killed*." "He rose speedily in his employer's estimation, *who very much respected him*." "He is unworthy of the confidence of a fellow being *that disregards the laws of his Maker*."

(IV). *Miscellaneous*.—Under this heading we may class the following:

1. Double Negatives; as, "Neither you *nor nobody* else ever raised so many bushels of potatoes to the acre." "The Council has not now, *nor never* had, the power to pass such a by-law." "Henceforth I cannot, *nor will not*, make any allowance for such cases." "He *didn't* leave any here, I *don't* think." "He is *not* likely to come by this train, I *don't* suppose."

2. Neglect or wrong use of the article, and the word "other." "What sort of *a* fellow is he?" "He has invented some kind of *a* machine, etc." "Strayed, a red and white cow; when seen they were, etc." "The rising and falling inflection require to be distinguished carefully." "You, of all *other* scholars, ought to be the last to complain."

Note also the following: "What is the distance *between each post*?" "I can't conceive how my horse escaped *without* (unless) somebody untied the halter." "I don't know *as* (that) I can give you his exact words." "Try *and* (to) remember to shut the gate after you." "Why don't you do *like* (as) I do?" "Where would you

have been by this time if I had not *have* stopped you?" "A proper diphthong is *when* both vowels are sounded." "He *sort of* promised to come this evening." "I *kind of* expected a letter from him." "I *used to could* do that." "You *had'nt ought to have* let him go." "I was sorry I could not *get* to the meeting." "I'm *just after writing* to him to say, etc." "I was *that* frightened."

Care is also necessary in the use of "and who," "and which," "but what." The following are examples of their wrong use: "A gentleman living on A— Street, *and who* is a frequent visitor in our sanctum, states that, etc." "Such an action is in violation of all law, *and which* must be sternly put down." "I have no doubt *but what* you may find some left yet."

Finally, before leaving this part of my subject, it may perhaps not be superfluous for me to say that sentences will frequently be heard or met with in reading which contain several of the errors that I have exemplified. Not wishing to trespass too much on your time I shall content myself with a few examples, merely adding that, in addition to compositions and other school exercises, the following will generally be found excellent fields in which to glean instances of ungrammatical and faulty writing, viz.: letters in newspapers, election addresses, reports of speeches, and, if it be not treason to mention the fact, Departmental Re-

ports and Circulars. Witness the following, taken from the sources I have indicated:—

"There is also many questions taken to him by the children in arithmetic which he fails to tell them how to solve, and cannot do them himself."

"In a few days I will more fully express to you my views and claims on your suffrages, which I consider equal to any candidate which might offer himself for your approbation."

"He hoped the members of the institution (Orange) would make a note of the fact that our present Prime Minister, who had lately visited the Roman Catholic cathedral in Quebec, and took part in the celebration of High Mass, was one of the most shameful pieces of hypocrisy that was ever perpetrated in any community."

"The number of day pupils, especially in the lower forms, interfere with a larger element of resident boarders, as well as the present inferior boarding house accommodation; and the high rates paid by boarders, both for tuition fees and board dues, and which, as one of the objects of the Provincial endowment, should be rendered more accessible to the parents of the pupils throughout the Province, who may desire to avail themselves of the special advantages afforded by the discipline and other educational influences of the college residence."

(*To be continued.*)

ALPHONSE DE CANDOLLE, the famous Swiss philosopher, says in a paper on the advantages to science of a dominant language, that the English language will undoubtedly lead all others in the coming century. It is the clearest and simplest, yet most direct and brief for business; it is the speech of the

most progressive nations, and of many yet infant nations. No other language can maintain itself in rivalry with it. It is full of words, phrases and tales pleasing to mothers, who are the chief teachers of language. No other language is so rich in works of interest to all.

A TALK TO YOUNG TEACHERS ON PRIMARY READING.

BY AN INSPECTOR.

THIS is, perhaps, the branch most difficult of all to teach. No other subject calls for so much tact, patience, and enthusiasm on the part of the teacher, and yet there is no other which so richly repays in results when it is well taught, since it is the means by which almost all subsequent knowledge is to be acquired.

"To read intelligently, the young pupil must know that the Reader contains simply spoken language printed, and that reading is simply talking from the book. He must have in his mind the idea, the thought to be expressed: his ear must be educated to distinguish sounds, his tongue to utter them, and his eye to recognize forms which symbolize them.

"The correct theory in teaching reading is, that advancement should keep pace with the additions which the pupil makes to his vocabulary, and should never be pushed beyond it. A real addition is a word whose meaning and use he is able to understand and to apply, and not one which he is merely able to utter or to recognize. His progress must be from the known to the partly known, and thence to the unknown.

"What is known to the child before receiving the first lessons in reading that can be used when giving instruction in this subject? Spoken words, such words as are used by children in their daily talk and conversation, are known; their common use and meaning are known; their sounds as entire words are known; their printed or written forms as words are unknown; the letters of which these written

forms are composed are unknown. In short, words are known to the mind and ear, but they are unknown to the eye."

The unknown, which is most nearly related to the known, should be taught first. Pupils should be taught to know by sight the same words which they already know by use and sound.

In teaching this subject it is of great importance to remember that *thinking* (forming ideas) precedes *talking* (using spoken words as signs of those ideas), and that *reading* (recognizing and speaking printed words) naturally succeeds these two steps. A child observes an object, then talks about it, and lastly reads about it.

PRELIMINARY LESSONS.

Let the pupils name objects in the school-room. Let these be seen, handled, tasted, etc., and then named by the whole class and by each member of it. Let them bring objects that please them, and let these be treated similarly. Then (not at first) take pictures, toy animals and the like, to bring up ideas of things which cannot be presented in reality to the eye. These things may be named, and the pupils then led to tell what they know about them. "What can we do with an apple? What with a knife? What is this a picture of? Did you ever see a cow? Where? Have you one? Name some things you see on the cow. How many legs has she? What are they for? Eyes? Nose?" etc. Bear in mind that the object is not by any means to make

a recitation of this exercise, but a pleasant talk between teacher and pupils.

As a next step, actions may be noticed and named by the pupils. Let one of the class walk, run, speak, or hop before the class, who may tell what he does. "John talks," "Jane hops," etc. Then let them imagine what can be done, and express the thought: "James can eat," "I can play," "I can sleep," "I can toss a ball." In all these exercises the pupils should be led, by the example of the teacher, to speak naturally and pleasantly. Just force enough to be heard by all who have a right to hear, is all that is required at any time in any school. Give much attention to *voice* and *tone*. Exercise a constant supervision over the utterances of the children. Other things being equal, pupils who talk well, read well. A little time and skill applied now will save much subsequent trouble and disappment.

TEACHING TO READ.

Before trying to do this—indeed, before attempting to teach anything—spur your pupils to feel anxious to learn it. Develop in their minds an appetite for the food intended for them. Take an object with which the pupils are thoroughly familiar, and about which they have chatted with you. Point to it. Get its name—"a box," "a cup," etc. As the class or individual pupil says "a box," print the phrase on the board, holding the object near the printed phrase. Then point to the object—the class names it. Point to the phrase—the class names it. Repeat, pointing alternately to the object and the phrase, the class giving names. Then point only to the phrase, and get name. Then hide the object and point to the phrase. If the child hesitates to name it, show the object again. Now review without the object. Continue

this until each member of the class can recognize the printed phrase at sight. Test by printing it on different parts of the board. Print it and other phrases on the board, and get pupils to point to and name it. Continue the exercise until the names of a considerable number of objects, when printed on the board, can be recognized at sight. The reading of these must be easy and natural. *A* and *the* must be pronounced as they are pronounced in talking—like *a* in man, and *th* in that. At a more advanced stage the pupils may be taught to pronounce *the* with the *e* long before words whose initial sound is a vowel sound. But this must not be attempted now.

After a time, in reviewing, lead pupils to distinguish the separate words composing the phrase. This may be done thus: Print the phrase, "a cup," on the board. Point to it—the pupils read it. Print it again, and, as the pupils read it, point to the separate words. Repeat this again and again. Then point to "cup," The pupils will at once read it. Print "cup" alone on the board, and get pupils to read it. Repeat this exercise until that word can be recognized at sight, even when printed in combination with other words. Treat the phrases, "a box," "a cap," "a man," "a hat," etc., similarly. While, in this way, teaching the pupils to read "cup," "cap," etc., you are incidentally, but thoroughly, teaching them to recognize "a" also. In this way a large number of names should be taught, and also the words "a," "an" and "the." After a time, in the exercise on names, all words but the name may be dropped. Use names (not long) of pupils, names of things in the room, out of doors, at home, etc. Get pupils to come prepared with names; they will like it. The names must be names of objects with which they are familiar. Drill,

test, and review constantly and thoroughly. Pupils may now be required to point on the tablets to words and phrases already learned.

Here let me give one or two cautions to the young teacher. In testing classes do not allow simultaneous or class answering. Depend upon individual answering. In teaching, class answering may be used advantageously. The teacher's printing on the board must be exactly like that on the tablets, so far as formation of letters is concerned. It must, in short, be printing—not a hybrid, partly printing and partly writing. Prepare for this at home. Another caution: The pupil should not meet, on the board, tablet or book, with any word which he has not previously used in conversation.

After the pupil has become familiar with the names of a considerable number of things, and can recognize these names on the board and tablet, another step in advance should be taken. The phrase should be enlarged to express the kind of thing. Show the class a box. "What is it?" Put "a box" on the board. Then show them a red box, and put the phrase, "a red box," on the board. Drill, as before recommended, pointing to the object and phrase until the latter can be read at sight. Then deal with "a red cap," "a red hat," etc. (always using objects the names of which the pupils can already read). Then, in the manner already recommended, teach pupils to recognize the word "red." This will be easily done, as they already are familiar with all the words in the phrase but "red." They can read the phrase "a red box." They can also readily recognize "a" and "box." The remaining word in the phrase must be "red." Next, treat "a blue box," "a blue pail," "a blue book," etc., in the same way. Then "a small boy," "a small girl," etc. Always have a

pleasant preparatory chat with the pupils about the object ("red box," "small boy," etc.). Let them have the lion's share of the chat. At every step exercise close vigilance over the style of speaking and reading. Train to natural, fluent, *good* reading from the first. Be satisfied with nothing else. See to it that your pupils *really* read. There is a great deal of "make-believe" reading in primary classes. What passes for reading is frequently a mere repetition from memory. Pupils must be taught to observe closely the separate words and phrases. They must be trained to recognize these at sight. Test in this point very frequently.

SENTENCES.

Show the class one of the objects previously used. "What is it?" Lead them to put their reply in the form of a sentence. "It is a cup." Print this on the board. Let the class read it until it is read well. Then let each pupil read it. Pursue the same course with "It is a box," "It is a hat," etc. Then, in the manner already described, lead them to recognize readily the new words "it," "is." In this way teach "I," "am," "in," "on," "down," "up," "far," "near," "my," "his," "me," "are," "east." (Do not forget the caution about the use of words in conversation first.)

INTERROGATORY SENTENCES.

These may be taught in some such way as the following: A number of objects, the printed names of which the pupils can readily read, are in the teacher's desk. A pupil takes one of these, without letting the other pupils or the teacher know which he has taken, and asks the latter what he has. Let the teacher at first not guess correctly, but ask, in a very natural way, and with proper expression, "Is it a box?" "Is it the cap?" etc. Then let

other pupils guess, asking the question in the same way (the teacher must see that this is done). Then vary the exercise, the pupils guessing which object the teacher has. As soon as the class, as a whole and individually, can ask the questions properly as to tone, inflection, modulation, etc., then print one of their questions on the board, and get them to read it as they spoke it. Continue this with a number of questions composed of words previously taught.

The pupils should now be taught to read words expressing acts. Let one of the class hop before the class. "What is John doing?" "John hops." Print this statement on the board. Let James perform the same act. "What is he doing?" "James hops." Print this on the board. Then in the same way get from the pupils the statements, "Tom hops," "he hops," and print them on the board. As in the earlier steps, make use of these sentences to teach pupils to recognize the word "hop." Treat other sentences in the same way: "Mary skips," "the book fell," "he sees me," "I smell a rose," "I taste an apple," etc. In each case get the pupils to express the fact in sentence form, and then read this statement from the board. As a rule, let all the words but those which express the act be words previously learned by the pupils. Do not present at one time more than a single difficulty in word-learning to the class. Review frequently and thoroughly.

READING FROM TABLETS AND READER.

As the pupils have been taught to recognize and read a large number of the words, phrases and sentences contained in the Reader, they will now make rapid progress. New words must be taught, as before, by objects and on the board. When the object cannot conveniently be exhibited to

the class, a picture of it may be used. At this stage the letters may be gradually taught.

POINTS TO WHICH SPECIAL ATTENTION SHOULD BE GIVEN.

1. Pupils in primary classes should be able intelligently to use a word in conversation before any attempt is made to teach them to read it.
2. Constantly supervise the child's speaking. Those who err with respect to expression, rote, etc., in speech, will not likely read well.
3. Reading is largely an imitative art. The teacher must show the pupils how to read by reading for them. The quantity read at one time, for this purpose, by the teacher, should vary according to the age and capacity of those for whose benefit the reading is being done. Teachers, generally, read too much at a time. If the pupils are to gain anything from the teacher's reading, they must, when he has read, remember how he read. Sometimes a word is enough, sometimes a phrase, sometimes a sentence.
4. Before the class are asked to read a lesson, test them as to their ability to recognize at sight each word and short phrase in it.
5. From the first, train your pupils when reading to group the words properly and to read well.
6. Never ask a pupil to read what he does not thoroughly comprehend. Constantly test on this point. Frequently require oral reproduction of the reading lesson.
7. Skill is required in the use of the pointer. Used in an improper way it leads to monotonous and hesitating reading. Discontinue its use as soon as possible.
8. Thorough preparation is required on the part of the teacher. Never come before a primary class without this: "What am I to teach?" "How much am I to teach?" "How am I to teach?" "How am I to

surmount the difficulties to be encountered?" "What illustrations shall I use?" These and similar questions should be answered before entering the school.

Let me close by saying, that to achieve success as a teacher of the "little ones" of the school, you must be full of life, good humour, patience, tact and energy.

PRACTICAL TEACHING.

FROM CONTEMPORARY SOURCES.

(Continued from page 69.)

UNCONSCIOUS INFLUENCE.

IT is said that a young man who had used his talents and popularity to lead those younger and weaker than himself into evil paths, when his career was cut short by a fatal illness, cried out to his friends on his death-bed—in an agony of repentance—"Oh, gather up my influence and bury it with me." Vain request! For in the domain of influence and example it may truly be said that

"The evil that men do lives after them ;
The good is oft interred with their bones."

The power of example rests upon imitation and sympathy. Children are very imitative and sympathetic. Upon their young and impressible natures, therefore, example works with wonderful force. In infancy it is so powerful that it overcomes every other educational force. Wherever precept comes into collision with it, the latter is made to give way. No reiteration of verbal teaching, no repetition of pious maxims from Dr. Watts or from Holy Writ itself, can in any way thwart the power of an example not in harmony with them. Further, the impressions of example upon the young nature are so durable, that the impressions of later life, however powerful, often quite fail to obliterate them. And, strange and

sad to say, the influence of evil example is much more powerful than that of good, when circumstances fail to aid the latter in its action. Half a dozen amiable persons in a family will feebly counteract the effect upon children in it of one fretful and complaining member. One falsehood uttered in the presence of a child will do more to demoralize him than a year's teaching in truthfulness can correct.

How careful, then, should the teacher be that no actions or words of his should influence his pupils to wrong-doing; that his example, no less than his words, should impress the little ones for-good. The personal power of the teacher is greater than that exerted by his instructions, no matter how successful the latter may be; and he should never fail in conscientiousness in the exercise of either.

ONE ESSENTIAL OF DISCIPLINE.

BESAN, a noted French writer on education, says that "a teacher does not govern by ideas, but by the exercise of a firm and constant will." This is a truth worth considering by all teachers. No man or woman ever succeeded in governing a school or family successfully without the aid of a will which was not only firm, but

fixed in its purpose, and constantly in exercise. The failure to recognise the value of the word *constant*, in this connection, is, we think, the cause of the failure of many a teacher. Some teachers govern fairly, but for some cause, physical, mental, or moral, the exercise of their will-power becomes an intermittent thing. One day they come into the school-room fully charged with the needed force and energy; the next, the connection with their moral batteries seems to be broken. The teacher makes no effort to hold up the standard of discipline when in this state; children get out of order again and again, and he seems not to see, or, seeing, not to care. So the discipline of several days to come is made difficult by the remissness once permitted. The teacher should use a steady, even, regular and uniform control. The exercise of a constant controlling power like this has such great moral force that it is felt even when the teacher is not present. It sways the playground as well as the schoolroom, and goes with the children even to their homes, and is felt about the most turbulent hearths. It may give the young minds an impress for good that will be felt by them through time and through eternity.

DOING THEIR OWN WORK.

TEACH pupils to do their own work, whenever you can. The sum total of your mission as a teacher is to enable them to work, not with you, but without you; not for your credit as a teacher, but for their advancement and profit as pupils. Make them correct their own mistakes, work out their own problems, think out their own demonstrations of theorems and propositions. Some teachers are always showing their pupils how to do their work; this is a very mistaken plan, generally speaking. Given the

needed principles to work with, let it be part of the pupil's task to find out *how*, by himself. It is excellent exercise for him, giving him just the mental discipline, probably, that he is most in need of. The object of education is not to memorize subjects, but to master them. Any system of education that comes short of teaching the pupils to work for themselves, fails of education's most vital object. An apprentice to a trade knows that his main object must be to fit himself, as soon as possible, to work independently of his masters. Every step he gains in self-helpfulness brings him nearer to the goal of his efforts, to wit, the best wages in his business. The pupil at school, even in the high school or college, should think of himself as one put to learn a life work, just as one apprenticed to a trade. He should feel—is it not the fault of his teacher that he so seldom *does* feel?—that no young artisan so needed to learn to work, for himself and by himself, as he does. It may safely be said that no man ever attained to eminence, in any vocation of life, whose first step towards his high attainment was not the learning how to depend upon his own efforts to do his own work. It is the teacher's duty to train his pupils to self-reliant work; to aid them so far, and only so far, as they may need to make them better workers, when they come to depend directly on themselves.

MAP DRAWING.

TEACHERS do not make as much of map drawing in their classes as they should, we notice, from a mistaken idea that they ought to make that work largely a drill in artistic sketching. And where it is taught, too much time is often spent in elaborate shading of coast lines and mountains. Skill in the use of chalk or pencil is not the primary object in map draw-

ing. It is to assist pupils to a clearer understanding of geography. A part of every lesson should be given up to it. Every day a map of some kind should be part of the regular task—the outline of some coast, the course of some river, form of an island, harbour, or the like. This is to fix in the pupil's mind not only the name of every important part of the earth's surface, but relative positions and proportions. The maps should be regularly drawn by the pupils at their seats, with paper and pencil. The board should also be used by all or part of the class frequently. We said the primary object of this work was not a drill in drawing; but as skill in this is so largely dependent on carefulness, you should encourage this virtue by commending remarkable tokens of it, and you should never pass a slovenly-drawn map without a rebuke. Yet the first object is not nice shading, but accurate outline.

THE TEACHING GIFT.

It has often been said that the successful teacher, like the successful poet, must be born, not made. Is this true? Is it really necessary to successful teaching that a native aptness for the words should exist, an in-born gift, that no tuition or training can impart? Many persons seem to be of this opinion, and they seem to think that this teaching gift is something like the instinct of the bird, or insect, which is perfect without instruction. No preceptor or school is needed to teach the robin to make a robin's nest, or the bee to make the honeycomb; why then should one of these "natural born teachers" need training to perform his work in the best possible manner? We are convinced that this opinion is largely a mistaken one. The instinct of teaching that needs no cultivation is very rare indeed; but that aptness for

teaching which is the result of diligent study of the *modus operandi* of successful teachers, of the nature and needs of child-minds, and of the best methods by which these can be met—this sort of an aptness is well known, and serves very well the purpose of making good teachers and well-trained schools, in the absence of the other. In contending that the teaching gift is seldom a purely native endowment, we do not mean to rate it as of slight importance. On the contrary, we know it to be of the highest importance, so that without it the most liberal talents and the most extended literary acquirements cannot secure success, even approximately. On the other hand, where it exists, we see persons acquire a most enviable reputation as instructors, even upon the feeblest possible foundation of scholarly attainments. But the gift is generally more largely acquired than natural. Like the skill of the trained mechanic, it is made up of a correct knowledge of what should be done, a careful estimate of how it should be done, and that practice in the doing which alone secures readiness and accuracy in work. If there are teachers whose instincts are so unerring that they do not need to study the needs of their work, or the best methods of accomplishing it, they must be most uncommon instances—so uncommon that it is not wise for the young teacher to imagine that he belongs to their number. The safest course for him is to study the work which he has undertaken to perform, and rely more fully upon the principles of teaching for his success than upon a rather uncertain intuition.

TEACHING GEOGRAPHY.

GEOGRAPHY in the first intermediate grade—that is, for the first year in the study—should be taught mainly from maps. No text-books, except atlases,

should be used. If possible, have a globe, which is a most invaluable aid. Without it the young mind finds much difficulty in grasping the idea of the form of the earth. One term, or part of a term, during this first year, should be given to learning the definitions of all physical divisions of the earth's surface—mountains, islands, rivers, bays, etc. See that these definitions are well and accurately learned, and fix them in the child's mind by pictures, or by an example in nature. Few children's lives have been so restricted that they have not seen any mountains, or rivers, or islands, or other natural objects. After these are learned, try to give the children a very clear idea of the arrangement of land and water on the surface of the earth; how our physical world looks, in fact; and tell them something about the people that live in the different countries, and about the varieties of climate and production. Physical geography should come in advance of political geography for a while, but the little heads should not be confused by being taught about trade winds, and other things very hard to

remember, because, with their limited knowledge, they understand them very imperfectly. In the country you can teach many a geographical lesson from the school-house windows, or by taking the school with you to visit various points of interest in the country around. Study from nature is always worth a great deal more than study from books. Make the children observe the contour of land around the school-house, and then call upon them to give a rough map of it. This will teach them not only how to draw maps, but will impress them well with the object of map-drawing. Map-drawing should follow immediately upon a knowledge of the shape and names of divisions of land and water, and some study of the contour of the earth's surface. If the first of these could be drawn from nature, a map of the school-room or school-yard, so much the better. Remember that you teach your children to draw maps, in order to fix outlines accurately in their minds; and they should not be taught map-drawing without teaching them also what advantage a knowledge of accurate outline can be to them.

In Memoriam.

S. ARTHUR MARLING, M.A.

“ His sun went down before the sunset hour ! ”
 We whisper sadly as we think of him,
 So kindly, so unselfish, and so wise
 In more than human wisdom,—far removed
 From petty jealousies and narrow views—
 A friend, whose ever-ready sympathy
 And brave, bright words the sluggish pulses stirred
 Of many a toiler in the upward way.
 Before the sunset hour ! Ah ! God knows best ;
 For, as the western sun, in sinking, gilds
 The glittering turret and the village spire,
 And bathes the landscape in a mellow light
 That, to the weary, sweetly speaks of rest,—
 His blameless life has left an after-glow
 Of influence far-reaching,—a faint ray
 From the diviner fulness of that day
 In which he lives,—a richer, fuller life,
 A life that lives in immortality.

UNIVERSITY WORK.

MATHEMATICS.

ARCHIBALD MACMURCHY, M.A., TORONTO,
EDITOR.

UNIVERSITY OF LONDON.
MATRICULATION, JANUARY, 1882.
NATURAL PHILOSOPHY.

1. State Newton's Second Law of Motion.

Two bodies whose masses are 31 ozs. and 33 ozs. respectively, suspended at the two ends of a thin string passing over a smooth pulley, are allowed to move freely for three seconds. What will be the velocity acquired, and what will be the space traversed, by each body?

SECOND LAW.—Change of motion is proportional to the moving force, and takes place in the straight line in which that force acts.

The moving force is 2 ozs. and the mass moved is 64 ozs.;

$$\therefore \text{acceleration } f = \frac{2}{64} \times g = \frac{g}{32} = 1 \quad (g = 32).$$

$$\text{Vel. acq.} = f \times t = \frac{g}{32} \times 3 = 3 \text{ ft. per second.}$$

$$S = \frac{1}{2} \text{ ft.}^2 = \frac{1}{2} \times 1 \times 9 = 4\frac{1}{2} \text{ ft.}$$

2. A half-ton shot is discharged from an eighty-one ton gun with a velocity of 1620 feet per second. What will be the velocity with which the gun will recoil, if the mass of the powder be neglected?

Will the gun or the shot be able to do more work before coming to rest, and in what proportion?

Since the powder produces the same momentum in the gun as in the shot, &

$$\therefore \left(\frac{1}{2} \text{ ton}\right) \times 1620 = \left(\frac{81 \text{ ton}}{g}\right) \times \text{velocity}$$

$$\therefore \text{velocity} = 10 \text{ feet per second.}$$

Work done by shot equals product of its

weight into space it would have to fall to acquire its velocity; and similarly for the gun.

$$\therefore \frac{\text{work done by shot}}{\text{work done by gun}} = \frac{\frac{1}{2} \times \frac{(1620)^2}{2g}}{81 \times \frac{(10)^2}{2g}} = \frac{162}{1}$$

\(\therefore\) shot will do more work.

3. A number of forces act at a point in different directions. Explain how to determine their resultant in magnitude and direction.

Forces P , $2P$, $3P$ and $4P$ act along the sides of a square $ABCD$, taken in order. Find the magnitude, direction, and line of action of the resultant.

Resolve each of the forces along two perpendicular directions: find the algebraic sum in each direction. Suppose X and Y , then the resultant $= \sqrt{X^2 + Y^2}$, and its direction make an angle with $X = \tan^{-1} \frac{Y}{X}$.

Let $ABCD$ be the square. Resolve the forces along AD and AB .

$$2P - 4P = -2P \text{ along } AD.$$

$$P - 3P = -2P \text{ " } AB.$$

\(\therefore\) $R = 2P\sqrt{2}$ in the direction of CA produced, and making an angle of 45° with AB produced.

4. What is the centre of gravity of a body? How would you determine experimentally the position of the centre of gravity of a thin plate?

Weights of 1 lb., 2 lbs., 3 lbs. and 4 lbs. are suspended from a uniform lever 5 ft. long at distances of 1 ft., 2 ft., 3 ft. and 4 ft. respectively from one end. If the mass of the lever is 4 lbs., find the position of the point about which it will balance.

The centre of gravity of a body is a point on which the body will balance in all posi-

tions, supposing the point to be supported, the body to be acted on only by gravity, and the parts of the body to be rigidly connected with the point.

Let the plate be suspended from two points successively, and mark out the vertical line through each point of suspension; then the intersection of these two lines will be the centre of gravity.

Let AB be the lever. Since lever is uniform its weight may be supposed to act at its centre. Let x equal distance of required point from A . Take moments about A .

$$14x = 1 \times 1 + 2 \times 2 + 3 \times 3 + 4 \times 4 + 4 \times 2\frac{1}{2} = 40.$$

$$\therefore x = 2\frac{9}{14} = 2\frac{1}{2} \text{ ft. from } A.$$

5. Explain how to find the relation between the power and weight on a screw. A screw whose pitch is $\frac{1}{2}$ in. is turned by means of a lever 4 ft. long. Find the power which will raise 15 cwt.

$$P = \frac{\{15 \times 112 \text{ lbs.}\} \times \frac{1}{2} \text{ (in.)}}{4 \times 12 \times 2\frac{1}{2}} = 3\frac{3}{8} \text{ lbs.}$$

SOLUTIONS

of Algebra Problems (January number) by
Iva. E. Martin, St. Catharines.

1. Simplify

$$(1) (x-y)^3 + (x+y)^3 + 3(x+y)^2(x-y) + 3(x-y)^2(x+y).$$

$$(2) (s-a)^2 + (s-b)^2 + (s-c)^2 + s^2 \text{ when } 2s = a + b + c.$$

(1) It is evident, from the form of the expression, that it equals

$$\{(x-y) + (x+y)\}^3 = (2x)^3 = 8x^3.$$

(2) The expression equals

$$\begin{aligned} (s^2 - 2as + a^2) + (s^2 - 2bs + b^2) + (s^2 - 2cs + c^2) + s^2 \\ = 4s^2 - 2s(a+b+c) + a^2 + b^2 + c^2 \\ = 4s^2 - 4s^2 + a^2 + b^2 + c^2 = a^2 + b^2 + c^2. \end{aligned}$$

2. If $xs + ys - xy = 2c^2$

$$xy + xs - yz = 2a^2$$

$$xy + yz - zx = 2b^2,$$

$$\text{prove that } x^2 = \frac{(a^2 + c^2)(a^2 + b^2)}{b^2 + c^2}.$$

By adding the three equations we obtain

$$xy + yz + zx = 2(a^2 + b^2 + c^2) \quad (i)$$

By subtracting each of the given equations from equation (1) we obtain

$$xy = (a^2 + b^2) (2); \quad yz = (b^2 + c^2) (3);$$

$$zx = (a^2 + c^2) (4);$$

By multiplying equation (2) by equation (4) we obtain $x^2 yz = (a^2 + b^2)(a^2 + c^2)$; and by substituting for yz we obtain

$$x^2(b^2 + c^2) = (a^2 + b^2)(a^2 + c^2).$$

$$\therefore x^2 = \frac{(a^2 + b^2)(a^2 + c^2)}{b^2 + c^2}.$$

3. If $\sqrt{ax} + \sqrt{by} + \sqrt{cz} = 0$, shew that $a^2 x^2 + b^2 y^2 + c^2 z^2 = 2(abxy + bcyz + acxz)$.

$$\sqrt{ax} + \sqrt{by} + \sqrt{cz} = 0.$$

Multiply both sides of this equation by

$$(\sqrt{ax} - \sqrt{by} - \sqrt{cz})(\sqrt{ax} + \sqrt{by} - \sqrt{cz})$$

$$(\sqrt{ax} - \sqrt{by} + \sqrt{cz}) \text{ and it becomes}$$

$$a^2 x^2 + b^2 y^2 + c^2 z^2 - 2abxy - 2bcyz - 2acxz = 0.$$

$$\therefore a^2 x^2 + b^2 y^2 + c^2 z^2 = 2(abxy + bcyz + acxz).$$

5. If n be a positive integer, prove that

$$(x+y+z)^{2n+1} - x^{2n+1} - y^{2n+1} - z^{2n+1}$$

is divisible by $(y+z)(z+x)(x+y)$.

By substituting $(-y)$ for x we find that the expression becomes

$$(-y+y+z)^{2n+1} - (-y)^{2n+1} - y^{2n+1} - z^{2n+1} = 0$$

(since $-(-y)^{2n+1} = +y^{2n+1}$; $(2n+1)$ being odd). $\therefore (x+y)$ is a factor of the expression, and, by symmetry, $(y+z)$ and $(z+x)$ are also factors; \therefore the expression, which is of not less than three dimensions, is divisible by $(x+y)(y+z)(z+x)$.

6. (1) If $x^3 - \frac{1}{x^2} = y$, express $\frac{1+x^4}{1-x^4}$ in terms of y .

(2) If $a = xy^{p-1}$, $b = xy^{q-1}$, $c = xy^{r-1}$, prove that $a^{q-r} b^{r-p} c^{p-q} = 1$.

(1) $x^2 - \frac{1}{x^2} = y$ (1) $\therefore x^4 - 1 = x^2 y$.

Squaring (1) and adding 4 to each side we obtain

$$x^2 + \frac{1}{x^2} = \pm \sqrt{y^2 + 4}$$

$$\therefore x^4 + 1 = \pm x^2 \sqrt{y^2 + 4}$$

$$\therefore \frac{1+x^4}{1-x^4} = \frac{\pm x^2 \sqrt{y^2 + 4}}{-x^2 y} = \frac{\mp \sqrt{y^2 + 4}}{y}.$$

(2) $a = xy^{q-1} \therefore a^{q-r} = x^{q-r} \cdot y^{(p-1)(q-r)}$,
 $b = xy^{q-1} \therefore b^{r-p} = x^{r-p} \cdot y^{(q-1)(r-p)}$,
 $c = xy^{r-1} \therefore c^{p-q} = x^{p-q} \cdot y^{(r-1)(p-q)}$,
 $\therefore a^{q-r} \cdot b^{r-p} \cdot c^{p-q} =$
 $x^{(q-r)+(r-p)+(p-q)} \cdot y^{(p-1)(q-r)+(q-1)(r-p)+(r-1)(p-q)}$
 $= x^0 \cdot y^0 = 1.$

7. Cube

$$\left(-\frac{r}{2} + \sqrt{\frac{r^2}{4} + \frac{q^2}{27}}\right)^{\frac{1}{3}} + \left(-\frac{r}{2} - \sqrt{\frac{r^2}{4} + \frac{q^2}{27}}\right)^{\frac{1}{3}}$$

$$\left\{\left(-\frac{r}{2} + \sqrt{\frac{r^2}{4} + \frac{q^2}{27}}\right)^{\frac{1}{3}} + \left(-\frac{r}{2} - \sqrt{\frac{r^2}{4} + \frac{q^2}{27}}\right)^{\frac{1}{3}}\right\}^3 = x,$$

$$\left(-\frac{r}{2} - \sqrt{\frac{r^2}{4} + \frac{q^2}{27}}\right)^{\frac{1}{3}} + \left(-\frac{r}{2} + \sqrt{\frac{r^2}{4} + \frac{q^2}{27}}\right)^{\frac{1}{3}}$$

$$3\sqrt[3]{\frac{r^2}{4} - \left(\frac{r^2}{4} + \frac{q^2}{27}\right)} \left\{\left(-\frac{r}{4} + \sqrt{\frac{r^2}{4} + \frac{q^2}{27}}\right)^{\frac{1}{3}} + \left(-\frac{r}{4} - \sqrt{\frac{r^2}{4} + \frac{q^2}{27}}\right)^{\frac{1}{3}}\right\}$$

$$= -r - q \left\{\left(-\frac{r}{4} + \sqrt{\frac{r^2}{4} + \frac{q^2}{27}}\right)^{\frac{1}{3}} + \left(-\frac{r}{4} - \sqrt{\frac{r^2}{4} + \frac{q^2}{27}}\right)^{\frac{1}{3}}\right\} = -r - qx.$$

8. Extract the square root of

(1) $\frac{1+4x^{\frac{1}{2}}-2x-12x^{\frac{3}{2}}+9x^2}{1-4x^{\frac{1}{2}}+6x-4x^{\frac{3}{2}}+x^2}$.

(2) $1+a^2+\sqrt{1+a^2+a^4}$.

(1) $= \left\{\frac{1+4x^{\frac{1}{2}}-2x-12x^{\frac{3}{2}}+9x^2}{1-4x^{\frac{1}{2}}+6x-4x^{\frac{3}{2}}+x^2}\right\}^{\frac{1}{2}}$

$$= \left\{\frac{(9x^2-6x+1)-4x^{\frac{1}{2}}(3x-1)+4x}{(x^2+2x+1)-4x^{\frac{1}{2}}(x+1)+4x}\right\}^{\frac{1}{2}}$$

$$= \left\{\frac{(3x-1)^2-4x^{\frac{1}{2}}(3x-1)+4x}{(x+1)^2-4x^{\frac{1}{2}}(x+1)+4x}\right\}^{\frac{1}{2}}$$

$$= \frac{3x-1-2x^{\frac{1}{2}}}{x+1-2x^{\frac{1}{2}}} = \frac{(3x^{\frac{1}{2}}+1)(x-1)}{(x^{\frac{1}{2}}-1)(x-1)} = \frac{3x+1}{x-1}$$

(2) Let $\{1+a^2+\sqrt{1+a^2+a^4}\}^{\frac{1}{2}} = x^{\frac{1}{2}}+y^{\frac{1}{2}}$ (1)
 then always will

$$\{1+a^2-\sqrt{1+a^2+a^4}\}^{\frac{1}{2}} = x^{\frac{1}{2}}-y^{\frac{1}{2}} \quad (2)$$

By multiplying (1) by (2) we obtain $x-y=a$, and by squaring (1) we obtain $x+y=2+a^2$,

$$\therefore x = \frac{a^2+a+1}{2} \text{ and } y = \frac{a^2-a+1}{2},$$

$$\therefore \{1+a^2+\sqrt{1+a^2+a^4}\}^{\frac{1}{2}} = \pm \sqrt{\frac{a^2+a+1}{2}} \pm \sqrt{\frac{a^2-a+1}{2}}.$$

9. Determine the values of m which make the expression $3mx^2+(6m-12)x+8$ a complete square.

In order that this may be a complete square, $96m$ must equal $(6m-12)^2$,

that is, $3m^2-20m+12=0$,

" $(3m-2)(m-6)=0$,

$\therefore m$ may be 6 or $\frac{2}{3}$.

10. Express $\frac{5^{\frac{1}{2}}-7^{\frac{1}{2}}}{5^{\frac{3}{2}}+7^{\frac{1}{2}}}$ by an equivalent fraction with rational denominator.

By multiplying the numerator and denominator by $(5^{\frac{1}{2}}-7^{\frac{1}{2}})(5+7^{\frac{1}{2}})$ the fraction becomes

$$\frac{(5^{\frac{1}{2}}-7^{\frac{1}{2}})(5^{\frac{1}{2}}-7^{\frac{1}{2}})(5+7^{\frac{1}{2}})}{(5+7^{\frac{1}{2}})(5^{\frac{1}{2}}-7^{\frac{1}{2}})(5+7^{\frac{1}{2}})}$$

$$= \frac{16-5 \cdot 5 \cdot 7+5 \cdot 7-5 \cdot 7}{9}$$

11. If the roots of $x^2+px+q=0$ be in the ratio of 1 to 2, shew that one of them satisfies the equation

$$6px^2+(5p^2-6q)x+p(p^2-2q)=0.$$

Let a be one of the roots of the equation $x^2+px+q=0$, then $2a$ will be the other,

and $a+2a=-p$; $\therefore a = -\frac{p}{3}$. The second equation factors into $(3x+p)(2px+p^2-2q)=0$; \therefore one root satisfying this equation is

$x = -\frac{p}{3} = a$; \therefore the two equations have one

root $\left(-\frac{p}{3}\right)$ in common.

12. Find the ratio of a to b in order that the equations

$ax^2 + bx + a = 0$, and $x^3 - 2x^2 + 2x - 1 = 0$, may have either one or two roots in common.

$$ax^2 + bx + a = 0, \therefore x^2 + \frac{b}{a}x + 1 = 0, \quad (1)$$

$$\text{and } x^3 - 2x^2 + 2x - 1 = 0,$$

$$\therefore (x-1)(x^2 - x + 1) = 0. \quad (2)$$

1st. If these two equations have one rational root in common, it is $x = 1$; by substituting this value of x in equation (1) we

$$\text{obtain } \frac{b}{a} = -2.$$

2nd. If they have a rational quadratic factor it must be $(x^2 - x + 1)$, and in order

that $x^2 + \frac{b}{a}x + 1$ may contain this factor,

$$\frac{b}{a} \text{ must equal } -1.$$

13. Solve

$$(1) \frac{1}{x} + \frac{1}{y} = 2, \quad \frac{1}{x^3} + \frac{1}{y^3} = 14.$$

$$(2) 3x^2 + 15x - 2\sqrt{x^2 + 5x + 1} = 2.$$

$$(3) yz = bc, \quad \frac{x}{a} + \frac{y}{b} = 1, \quad \frac{x}{a} + \frac{z}{c} = 1.$$

$$\frac{1}{x} + \frac{1}{y} = 2. \quad (1) \quad \frac{1}{x^3} + \frac{1}{y^3} = 14. \quad (2)$$

(1) Cubing each side of equation (1) we

obtain $\frac{1}{x^3} + \frac{1}{y^3} + \frac{3}{xy} \left(\frac{1}{x} + \frac{1}{y} \right) = 8$, and by

substituting the values of $\frac{1}{x^3} + \frac{1}{y^3}$ and $\frac{1}{x} + \frac{1}{y}$

we obtain $\frac{6}{xy} = -6$ or $xy = -1$. Again,

from equation (1) we get $x + y = 2xy = -2$, and from the equations $x + y = -2$ and $xy = -1$ we obtain

$$x = \pm\sqrt{2} - 1 \text{ and } y = \pm\sqrt{2} - 1.$$

(2) By adding 3 to each side of the equation we obtain

$$3(x^2 + 5x + 1) - 2\sqrt{x^2 + 5x + 1} = 5,$$

that is, $3(x^2 + 5x + 1) - 2\sqrt{x^2 + 5x + 1} - 5 = 0$.

or $(3\sqrt{x^2 + 5x + 1} - 5)(\sqrt{x^2 + 5x + 1} + 1) = 0$,

$$\therefore 3\sqrt{x^2 + 5x + 1} = 5, \quad (1)$$

$$\text{or } \sqrt{x^2 + 5x + 1} = -1 \quad (2)$$

From equation (1) $x = \frac{1}{3}$ or $-\frac{16}{3}$, and from equation (2) $x = 0$ or -5 .

$$(3) yz = bc \quad (1), \quad \frac{x}{a} + \frac{y}{b} = 1 \quad (2), \quad \frac{x}{a} + \frac{z}{c} = 1 \quad (3)$$

From equations (2) and (3) we obtain $\frac{y}{b}$ and $\frac{z}{c}$, and by substituting this value of

y in equation (1) $z = \pm c$, and $\therefore y = \pm b$. By substituting value of y in equation (2) we have $x = 0$ or $2a$.

PROBLEMS IN ARITHMETIC,

By W. S. Ellis, B.A., Mathematical Master, Cobourg Collegiate Institute.

I. A druggist buys an article at \$2.50 per lb. avoird. ; at what price per oz. Troy must he sell it so as to gain $\frac{1}{2}$ of cost ?

Ans. 21 $\frac{1}{2}$ c.

II. What was the cost per bush. o. wheat that was sold at \$2 per cwt., thus gaining $\frac{1}{3}$ of cost ?

Ans. \$1.06 $\frac{2}{3}$.

III. If a piece of land 40 ft. wide and 140 ft. long sell for \$35, what is the price per acre ?

Ans. \$272.25.

IV. A man bought a certain quantity of grain ; on $\frac{2}{3}$ of it he gained $\frac{1}{3}$ of cost ; on $\frac{1}{3}$ of it he lost $\frac{1}{3}$ of cost ; on the remainder he gained \$150. His whole gain being \$560, find the price he paid for the grain.

Ans. \$15,774.

V. $\frac{3}{5}$ of one number is $\frac{2}{3}$ of a second, $\frac{2}{3}$ of the second is $\frac{2}{3}$ of a third. What fraction is the 3rd of the first ?

Ans. $\frac{1}{2}$.

VI. When gold dust is worth \$16.50 per oz., what is it worth in France per gram, taking a gram as 15 $\frac{3}{4}$ grains Troy, and a franc as 19c. ?

Ans. 2 $\frac{3}{8}$ $\frac{1}{2}$.

VII. When wheat is worth 58 shillings a quarter, what is it worth in dollars per bush., a quarter being 8 bush. and a sovereign \$4.86 $\frac{2}{3}$?

Ans. \$1.76 $\frac{1}{2}$.

VIII. What would be the length in inches of a linear unit, such that the number of units per second traversed by a moving body would be the same as the number of miles per hour ?

Ans. 17 $\frac{3}{4}$.

IX. A certain quality of silks cost in Paris 15 francs per yd.; freight and insur-

ance amount to $\frac{1}{2}$ franc per yd., and custom duties to $2\frac{1}{2}$ francs per yd. What should be the selling price in Canadian currency, so as to gain $\frac{1}{4}$ of total cost, given that 10 francs = \$1.92? *Ans.* \$4.08 $\frac{1}{3}$.

X. A man walking beside a railroad track, at the rate of 4 miles per hour, notices that a train going in the same direction in which he is walking passes him in 20 seconds. Given that the rate at which the train was moving was 20 miles per hour, find its length. *Ans.* 156 $\frac{1}{3}$ yds.

XI. In the previous problem, had the man and train been moving in opposite directions, other conditions remaining the same, what would have been the length of the train? *Ans.* 234 $\frac{1}{3}$ yds.

XII. A bridge is 50 yds. in length, and a train 120 yds. long crosses it in 30 seconds; what is the rate of the train in miles per hour? *Ans.* 11 $\frac{1}{3}$.

XIII. Two men own equal shares in a plot of ground, in the form of a circle 100 yds. in diameter. They divide it in such a way that one of them retains his share as a circular plot, the other getting his part as a ring on the outside. Find the diameter of the central plot. *Ans.* 70.7 yds.

XIV. A rope 100 feet long, one end of which is fastened at the top of a building on one side of the street, will, when drawn tight, just touch the ground at a point 80 feet from the foot of the building; but it will also touch the building on the opposite side of the street at a point 10 feet from the ground. Find the width of the street. *Ans.* 86.6 ft.

XV. There are two trains moving on parallel tracks, one 120 yds. long, the other 150 yds. long, their rates being respectively 20 and 30 miles per hour. How much longer will they be in passing one another when going in the same direction than when going in opposite directions? *Ans.* 44 $\frac{1}{11}$ ".

XVI. The depth, breadth and length of a reservoir are to one another as 3 : 5 : 8, and it holds 20,250 gals. Find its dimensions in feet, given that a gallon of water weighs 10 lbs., and a cubic foot 62 $\frac{1}{2}$ lbs.

Ans. 9, 15, 24 ft.

XVII. A house was insured for a sum sufficient to cover its value and also the premium of 2 $\frac{1}{2}$ per cent. paid on the policy; but when the house was burned the company retained \$250 of the amount of the policy; on this account the owner lost his premium and \$125 besides. What was the value of the house? \$4,875.

XVIII. Divide 23 into 3 parts, such that the first, being multiplied by 2, the second divided by 3, and the third increased by $\frac{1}{3}$, the results shall be equal.

Ans. 2 $\frac{1}{3}$, 15 $\frac{1}{3}$, 4 $\frac{1}{3}$.

XIX. The diameter of a circle is 84 yds. What is the width of a ring surrounding this circle, whose area shall just be equal to that of the circle? $\pi = 3\frac{1}{7}$. *Ans.* 17.388.

XX. In a hollow sphere, what is the ratio between the radius of the outer surface and that of the inner, so that the volume of the enclosing shell shall be just equal to that of the enclosed cavity?

Ans. 1 : $\sqrt[3]{2}$.

A SUBSCRIBER has asked for solutions to Deductions 71, 82, 90, 92, and 100, as found in Geometrical Exercises of Book I., Pott's Euclid.

71. If the given lines be produced it is evident by 1-29, that since angle GEB equals angle AGE , and angle CEB equals angle EHD , therefore AGE equals EHD .

82. By supposing the point P found on the straight line AB such that the angle contained by AP, PC may be bisected by the straight line PD ; CP is evidently equal to CD . Hence the solution; a similar proof may be deduced for the side produced.

90. Let $ABCD, AEF G$ be a square and rectangle of equal area, having angular point A common, and let EF cut CD in L , then must rectangle EL, LC equal rectangle DL, LF ; but EL is greater than LD , and therefore LC is less than LF ; therefore perimeter of square is less than that of rectangle. Again, let $AHKG$ be a parallelogram equal in area to above rectangle $AEFG$, these figures having a common base, AG , and are between the same parallels, AG and

EA. Then *AG*, *EF* and *HA* are all equal, but angle at *E* is greater than angle at *H*; therefore *AH* is greater than *AE*, and *GK* greater than *FG*; therefore perimeter of rectangle is less than that of parallelogram, so that perimeter of square is less than that of any other parallelogram of equal area.

92. Let *ABC* be an isosceles triangle, *AE* perpendicular to the base *BC*, and *AECG* the equivalent rectangle. Then *AC* is greater than *DC*, and *AB* is greater than *AE*. Hence the perimeter of *AECD* is less than that of *ABC*.

100. The diagonals of a parallelogram bisect it, and it may easily be proved that they also bisect each other. Then in each of the four cases, if the line to bisect the parallelogram pass through the point where the diagonals intersect, what is required will be done.

SCIENCE.

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HAMILTON, EDITORS.

CHEMISTRY.

(Continued from page 84.)

V. "Write out the atomic and molecular equations representing the reactions occurring in the preparation of

- (i.) Oxygen from potassium chlorate.
- (ii.) Hydrogen from water by the action of sodium.
- (iii.) Nitrogen tetroxide by mixture of nitrogen dioxide with oxygen."

Ans.—(i.) (a) Atomic, $\text{KClO}_3 = \text{KCl} + \text{O}_3$.

(b) Molecular, $2\text{KClO}_3 = 2\text{KCl} + \text{O}_4$.

(ii.) (a) Atomic, $\text{H}_2\text{O} + \text{Na} = \text{HNaO} + \text{H}$.

(b) Molecular, $2\text{H}_2\text{O} + 2\text{Na} = 2\text{HNaO} + \text{H}_2$.

(iii.) (a) Atomic, $\text{NO} + \text{O} = \text{NO}_2$.

(b) Molecular, $2\text{NO} + \text{O}_2 = 2\text{NO}_2$.

VI. "Contrast the properties of oxygen, phosphorus and sulphur with those of their respective allotropic modifications.

Ans.—The allotropic modification of oxygen is called ozone. It possesses a peculiar smell, and is able to set free iodine from potassium iodide. Ozone has the most energetic oxidizing properties of any body we know. While common oxygen unites chemically with other bodies, principally at a high temperature, ozone oxidizes energetically at the ordinary temperature, and the substance at the same time reaches its highest state of oxidization. For instance, silver is changed by it into silver dioxide, phosphorus into phosphorus pentoxide, arsenic into arsenic pentoxide; sulphur, sulphuretted hydrogen and sulphur dioxide into sulphur trioxide, etc. Ozone is also a powerful bleaching agent in consequence of its oxidizing properties.

Two allotropic modifications of phosphorus.

(a) Yellow or common phosphorus is of a slightly yellow colour, resembling white wax in appearance and consistency; has a garlic-like smell; but at low temperatures it becomes brittle—s. g. 1.83 melts at 44° , heated to about 60° C. it takes fire. The white fumes it gives out in the dark, and which give a pale, phosphorescent light, consist of phosphorus trioxide, and are formed by the slow combustion of phosphorus. Phosphorus is insoluble in water, slightly soluble in oils, but readily soluble in carbon disulphide. Yellow phosphorus crystallizes out in rhombic dodecahedrons from solution in carbon disulphide.

(b) When yellow phosphorus is exposed to a temperature of about 240° for some hours in an atmosphere incapable of acting chemically upon it, it forms a dark red opaque substance, called *red amorphous phosphorus*. This modification of phosphorus is of a red colour, perfectly odourless; s. g. 2.11 does not melt below 250° —gives off no white phosphorescent fumes at the ordinary temperature. It is insoluble in carbon sulphide; may be obtained crystallized by heating it in a tube with metallic lead. The phosphorus dissolves in the melted lead, and on cooling separates out in crystals which possess a bright black metallic lustre.

As these allotropic modifications can be easily changed into each other without loss of weight, and though both modifications differ in chemical and physical properties, they form the same compounds. We are compelled to assume that the reason for this difference is due to the different arrangement of the molecules.

Sulphur has three allotropic forms—two dimorphous and one amorphous.

(a) One of the dimorphous forms occurs crystallized in nature in rhombic octahedrons; s. g. 2.07. It is insoluble in water, but readily soluble in carbon disulphide and chloride of sulphur. Artificial crystals of this modification are obtained by dissolving ordinary roll sulphur in carbon disulphide, filtering the solution and leaving the vessel uncorked; the solvent evaporates slowly and crystals of sulphur form.

(b) If melted sulphur be allowed to cool slowly, it crystallizes in long, transparent, needle-shaped, prismatic crystals; s. g. 1.98. After exposure to the air for several days these crystals become opaque and split up into crystals of the first modifications. This modification is also soluble in carbon disulphide.

(c) If sulphur is heated to 230° and poured into cold water, a tenacious mass resembling caoutchouc is formed; s. g. 1.96. This modification is not permanent, as in a few days at the ordinary temperature of the air, or immediately on the application of heat, it changes to ordinary sulphur. This allotropic form is not soluble in carbon disulphide, CS_2 .

VII. "Write out the formula for the following compounds:

"Sodium chloride, sodium hydroxide, sodium oxide, calcium chloride, calcium hydroxide, calcium monoxide, aluminium chloride, aluminium hydroxide, alumina, potassium nitrite, potassium nitrate, potassium sulphite, potassium sulphate, potassium iodide, potassium iodate."

Ans. — $NaCl$, $NaOH$, Na_2O , $CaCl_2$, $Ca(OH)_2$, CaO , Al_2Cl_6 , $Al_2(OH)_6$, Al_2O_3 , KNO_2 , KNO_3 , K_2SO_3 , K_2SO_4 , KI , KIO_3 .

MODERN LANGUAGES.

JOHN SEATH, B.A., ST. CATHARINES, EDITOR.

ENGLISH.

HONOR UNIVERSITY. — ENGLISH HISTORY.

Selected from various sources by W. J. Robertson, B.A., St. Catharines.

1. What is meant by the Royal Supremacy? How was it developed under the Tudors? How was their policy in this respect favored by the peculiar circumstances of the time?

2. Compare the state of parties, both political and religious, at the accession of Edward VI., with the state of the same parties at the accession of Elizabeth.

3. What difficulties had Queen Elizabeth to encounter in her domestic and foreign policy; and how did she surmount them?

4. Through what causes was the influence of Parliament developed in the reign of James I. and that of his successor?

5. Mention the unconstitutional Acts of the Long Parliament, and the arguments urged in their defence.

6. What was the object of the Solemn League and Covenant? By whom was it introduced, and with what results?

7. Point out the constitutional importance of the Mutiny Act and the Act of Settlement.

8. State briefly the principal arguments for and against the taxation of the American Colonies.

9. Assign reasons for the Whig Supremacy during the reigns of George I. and George II.

10. Describe the characters of Sir John Eliot, Pym, Oliver Cromwell, Robert Walpole, Marlborough, Lord Chatham, Wilkes, William Pitt, and Burke.

11. Point out the influence of George III. on the domestic and foreign policy of England; and describe the state of parties in the early portion of his reign.

12. State briefly the leading events of the Peninsular War, and give dates and localities of the principal battles.

NOTES.—1. See Green's "Short History of

the English People," sec. 3, chap. vi. 2. See Green, chap. vii. sec. 1; also sec. 3, chap. vii. 3. Green, chap. vii. sec. 3. 4. Green, chap. viii. sec. 2. 5. See Hallam's Const. History, chap. ix.; also Macaulay's Essay on Hallam. 6. Green, chap. vii. secs. 7 and 8; also Hallam, chap. x. 7. See Hallam, chap. xv.—on Act of Settlement; also Green, sec. 9, chap. ix. 8. Green, sec. 2, chap. x. (Consult May's Constitutional History.) 9. Green, sec. 10, chap. ix. 10. Consult Green, Macaulay's History and Essays; also Goldwin Smith's "Three English Statesmen." 11. Green, chap. x. sec. 2; also May on "Influence of the Crown." 12. Green, chap. x. sec. 4; also any good Atlas.

ANSWERS TO ENGLISH QUESTIONS.

(See page 80, C. E. M.)

1. The absence of case-endings is supplied in English, (1) by the use of prepositions; (2) by the position of the noun or pronoun in the sentence. The effect of the absence of case-endings has been, to fix the relative position of words. When the language had case-endings to express different relations, a writer could arrange his words so as to make emphatic ones prominent; but now that these endings are lost, the words, in order to make the relation clear, must be arranged according to some fixed method, or else ambiguity may arise. For example, in the sentence, "And all the air a solemn stillness holds," we cannot tell by the form of the words *air* and *stillness* which one is in the objective relation. But if we place the word *air* after the verb *holds*, the ambiguity is at once removed. Genitive case-endings—*un-awares, else, perhaps*. Dative case-endings—*whom, him*. Accusative case-endings—*then, when*. Ablative case-endings—*the*, in "the more the merrier."

2. Consult Fleming's "Analysis of English Language," Syntax, chap. iv.

3. "To-morrow." *To* is a preposition used with the noun *morrow*, to form an adverbial phrase. "And all to break his head." *To*, here, is an intensive particle, meaning *in pieces, asunder*. "Early to bed." *To* is a preposition showing the relation between *go*, understood, and *bed*. *To bed* is by some considered a verb in the infinitive mood.

"Go to, now." *To* is an adverb. "Such a to-do." *To-do* is here a substantive. *To* is a preposition, and the two words have become one compound word.

4. A perfect alphabet requires a special symbol for each sound. Examples of defect in respect of vowels:—Father, fate, fat, fall; bit, bite; meet, mete; poke, pot, for; rude, pull, fun, fur. Examples of defect in respect to consonants:—*th* in *thin* and in *thine*, *sh* in *shinc*, *s* in *asure*, the *ng* in *thing*. These represent five distinct sounds, which should be represented by five distinct symbols. Examples of excess:—*C* in *civil* might be replaced by *s*, in *cut* by *k*. *Ough* in *through* has the same sound as *ev* in *thruv*. In *mission*, *ss* is pronounced *sh*, which is the same sound we find in *motion*.

5. Relative Pronouns.—(1) The relative pronouns are used in two ways: (a) to limit or define the antecedent, which otherwise would express too much or too little, which may be called its *restrictive* use. For this purpose we generally use *that*. (b) To make some additional statement, which may be called its *conjunctive* use. For this purpose we use *who* or *which*. See Mason's Grammar, secs. 151 and 413. (2) The relatives agree in gender and number with the antecedent, but not in case. (3) The case of the relative is determined by its relation to the clause to which it belongs. (4) The relative pronoun is omitted only when, if expressed, it would be in the objective, and when its omission causes no ambiguity. (5) See Fleming, chap. v., sec. 8. (6) *That*, a relative, does not admit a preposition before it. (7) *As* is used as a relative only when *same, such, or so much* accompanies the antecedent. *Shall* and *will*. See Fleming, chap. vii., sec. 3, Verb; also, Mason, sec. 213. *Than* and *as*. See Fleming, chap. v., sec. 5, note 3; sec. 6, note 5; sec. 13, notes 5 and 6.

6. *A*, or *an*, is derived from the numeral *one*, the old English form being *an*. *The* is from the old English demonstrative *se, seo, thact*. As to the use of these words, consult Fleming, chap. v., sec. 5; also Mason, secs. 121-126. Reasons for making the article a

separate part of speech:—The articles cannot, like adjectives, be used by themselves. Adjectives may be used attributively and predicatively; articles cannot be used as predicates, therefore they should be a separate part of speech. Reasons against—(1) In languages having no article, the words doing the duty of an English article are not made a separate part of speech. (2) *The* is so much like *that*, and *a*, or *an*, like *one*, that they may be placed in the same class as *that* and *one*. (3) An adjective is not necessarily a predicable word. The work of an adjective is to limit a noun. This is what the so-called articles do, therefore they should be considered adjectives.

7. *Self*. See Mason, secs. 176, 177; also Fleming, chap. v., Pronouns; sec. 2, note 5.

8. *Its*. See Fleming, chap. v. sec. 4, observation 5; also Mason, sec. 140.

9. Rules for use of the subjunctive. See Fleming, Syntax, chap. v., sec. 9, note 4; Mason, secs. 195, 196.

10. History of the alphabet. See Mason, secs. 11-20; Fleming, chap. ii., sec. 2.

11. The use of *to* before the infinitive. See Mason, secs. 191, 192.

12. Distinctions of gender. See Mason, secs. 44-46; Fleming, chap. iii., sec. 5.

FRENCH.

ANSWERS TO QUESTIONS ON FRENCH PRONOUNS.

(See page 81, C. E. M.)

I. On n'a pas besoin de vos avis.

(1) The use of *l* is determined by euphony. It is used after *et*, *où*, *si*, *qui*, *que*, *quoi*. It is omitted before words beginning with *l*; e.g., si l'on vous aide, but, si on la laisse.

(2) *L'on* is generally used to prevent the hiatus caused by two vowels coming together.

(3) *On* is derived from Latin *homo*, man; hence the employment of the article for the sake of euphony.

2. "Vous convient-elle?" "Convenir? Non, c'est mal s'exprimer. J'en suis épris."

(1) *En* from Latin *inde*.

(2) Compare the use of *dont*, from *de-unde*.

3. (1) Je veux m'acquitter de tout ce que je vous dois. La reconnaissance m'en fait un devoir.

(2) Il n'en faudrait pas davantage pour exciter des soupçons.

(3) J'ai eu raison, comme nous deux en étions convenus.

(4) Qu'on ne m'en parle plus; c'en est trop déjà.

(5) N'en rejetez pas sur moi le blâme des conséquences.

4. *y*. Derived from Latin *ibi*.

(1) Il y va de notre salut à tous.

(2) N'y perdez pas.

(3) Vous n'y pourrez rien.

(4) Il n'y a rien à vous reprocher—rien, j'en suis sûr.

5. I should never have consented, if the splendor of the honor, the only thing to which I am attached, had not seemed to me to be darkened by the shadow of a stain.

(1) *Quoi*, after a preposition, referring to the name of a thing mentioned before, has fallen into disuse. Here, however, an indeterminate expression must be used, because *auguel* might have seemed to mean à l'honneur.

(2) Il a de quoi. Il n'y a pas de quoi. Quoi de plus?

6. I have lost five francs, for which I am very sorry.

(1) *Dont*, from Latin *de-unde*.

(2) *Dont* is not correct. *Dont* is used only when the antecedent is expressed. In this case the antecedent is implied, as it is the loss he regrets, not the francs.

(3) Dans un entretien, dont le sujet m'enflamme encore, vous avez demandé quels biens j'offrirais à ma femme.

GERMAN.

DECLENSION OF GERMAN PROPER NOUNS.

(See page 82, C. E. M.)

Die Iliade des Homer (or Homer's Iliade).
Die Æneide des Virgil (or Virgil's Æneide).
Cowper's Werke. Ich ziehe Pitt dem Fox vor.
Marianens Lebhaftigkeit. Florens Sanftheit. Brutus Vaterlandsliebe. Das

Leben des Dichters Klopstock. Kaiser Napoleon's Feldzüge. Admiral Nelson's Schlachten. A. W. von Schlegel's Schriften. Ludwig Gottfried von Goetz's Bildniss. Die Regierung Georg's des Ersten, Königes von England. Griechenlands Helden. Fünfzig Jahre vor Christi Geburt. Die Homer, die Newtons, die Schiller, die Schlegel, die Minervens, die Corinners, die Heyne (or die Heynens). Wir haben den Doctor Heinrich Feder gesehen. Ich habe Herrn Leiser's Schriften gekauft. Haben Sie es Carlyle (or dem Carlyle) gesagt? Kant's Haus. Diana's (or Dianen's) Tempel. Moritzen's Reisen. Das Institut zu St. Catharines (or das akademische, etc.) Wollen Sie der Flora (or Floren) dieses Buch geben? Schneider's sind angekommen. Niemand lobte den Cato.

CLASSICS.

G. H. ROBINSON, M.A., WHITBY, EDITOR.

NOTE.—All communications upon School Work in this Department must be sent to the Editor of it, not later than the 5th of each month.

EDUCATION DEPARTMENT, ONTARIO.

"INTERMEDIATE" LATIN, JULY, 1881.

PART II.

VIRGIL, *Æneid*, I., 254-266.

Translate:

Olli subridens hominum sator atque deorum

Voltu, quo coelum tempestatesque serenat,
Oscula libavit natae; dehinc talia fatur:
Parce metu, Cytherea; manent immota tuorum

Fata tibi; cernes urbem et promissa Lavini
Moenia, sublimemque feres ad sidera coeli
Magnanimus Aeneas: neque me sententia vertit

Hic tibi (fabor enim, quando haec te cura remordet,

Longius et volvens fatorum arcana movebo)
Bellum ingens geret Italia, populosque feroces

Contundet, moresque viris et moenia ponet,

Tertia dum Latio regnantem viderit aestas,
Ternaque transierint Rutulis hiberna subactis.

(1) Give the derivation of *vultus*, *oculum*, *sublimis*, *sidus*.

(2) Parse: *parce*, *cernes*, *fabor*, *contundet*, *subactis*.

(3) Distinguish between: *moenia*, *murus*, *paries*; *vultus*, *facies*; *longe*, *procul*, *diu*.

(4) What is the case of *olli* and *metu*? How are they governed?

(5) In what case is *Rutulis*? Give the rule.

(6) Write short notes on *Cytherea*, *Lavinium*, *Æneas*, *Rutuli*.

(7) Scan vv. 256, 257, 260, marking all quantities.

(8) What is the quantity, in polysyllabic words, of a vowel preceding c, d, l, m, n, r, t, at the end of a word? Mention exceptions.

NOTES AND ANSWERS.

Translation:

The creator of men as well as of gods, smiling with the countenance with which he clears the heavens and stills the storms, gently touched the lips of her his daughter; then thus speaks: Cytherea, spare thy fear; the fates of thy children, I assure thee, remain unchanged; thou shalt see the city and the promised walls of Lavinium, and thou shalt bear on high to the stars of heaven the great-souled Æneas; and no sentiment changes me. He, believe me (for I will tell thee, since this care preys on thee, and opening the volume further will reveal the secrets of the fates), shall wage a mighty war in Italy, and shall crush fierce peoples, and shall establish laws and a city for men until the third summer shall have seen him ruling in Latium, and three winter seasons shall have passed for the vanquished Rutuli.

NOTE.—1 *Olli*=*illi* dat. fem. Virgil admitted a few archaic forms, in compliance with the precepts of the Alexandrine grammarians about epic composition; *metu*=*metui*. (2) *Subridens*. In composition *sub* denotes (a) a being situated or contained under, a putting or bringing under, or going in under anything—e. g. *subcausus*, *subdo*, *subharco*. (b) Hence also a concealing or being concealed behind something, a secret action; *surrripio*. (r) *Transc.*, meaning a being placed or ranked under; *subcurator*, or a being or

doing anything in a lower or inferior degree ; a little, somewhat, rather, slightly—*subalbus, surrideo*. (3) *Vollu*=*vultu*. For all matters pertaining to Virgilian Orthography, Syntax, Prosody, etc., see Kennedy's Virgil, latest edition, Appendix. (4) *Serenat*—Observe the Zeugma: *urbem et pr. L. M*—hendiadys. (5) *Fata tibi—Tibi*, ethical dative. The dat. of personal pronouns is very often used where it is superfluous, as far as the meaning is concerned, but it always conveys the expression of a lively feeling, and is therefore termed *Dativus Ethicus* [*ἠθικὸς* in Rhetoric, moral impression produced by a speaker]. (6) *Neque me sententia=et nulla sententia*; *neque* in preference to *ne*, since it denies more mildly. (7) *Hic tibi*. Not "here to thee" (ut saepenumero *stupidus et tardus puer*), but "he," i.e. *Aeneas*, in opp. to *Ascanius*, v. 267; *tibi*, the ethical dative, depending either on (a) *geret bellum*, or (b) the whole sentence, as we might say—"to your comfort." Aliter. *Hic (tibi) labor*, etc.) Not so well. *Enim* is regularly placed after the first word, or the first two or more closely connected words in a sentence; in comic writers at the beginning; after *est* in fourth place. (8) Observe the *sterum iterumque* of *re* in *remordet*; not "bites" merely, but "preys on." (9) *Longius*, variously translated; (a) as above, (b) "awaken the secrets of Fate's book from the distant pages where they slumber," (c) "unwinding the dark scrolls of fate." (10) *Ponct.* Note the Zeugma=*θήσει* "shall enact," as applied to *mores*; "shall build," as applied to *moenia*. (11) *Italia* for *in I.*; *Latio* for *in L.* (12) *Terna hiberna* (castra), "winter quarters;" here, "winter seasons." When a word of plural form only (as *castra*) is to be used in the plural sense it takes the *distrib* numeral instead of the *cardinal*; hence *terna*, not *tria*. (13) *Rutulū subactis*. See *infra* (5). Translate, making *R.* the subject: "And the *R.* shall have been three years in subjection." (14) Note the *proleptic* use of the adjective in *sublimem ferēs*=so as to be high. (15) Observe the use of *dum* with the *subj.* here, not the *indic.* Why?

(1) *Vultus* [etym. dub.; compare Goth, *vulthus*, 'glory'; *osculum* [os, oris, dimin.]; *sublimis* [etym. dub.; perh. *sub limen*, up to the lintel, referring to the hanging up of slaves for punishment]; *sidus* [cf. Sanscr. *svid*, to sweat, melt; Gr. *σιδηρος* (molten) iron; Lat. *sudor*,] united stars, a constellation.—Harper's Lat. Dict.

(2) 2nd s. pres. imper. act. *pareo*, *ἔρε, πέπαρε*; (Class), *parsum* less corr. *parectum*;

2nd s. fut. *indio*. act. *oornō, ἔρο, ἐρώμι, ἐρώμ*;

1st s. fut. depon. for, *fari, fatus sum*;

3rd s. fut. *indic.* act. *contundo, ἔρο, τίλλ, ἴσθμ*;

pf. part. pass. dat. 3rd pl. *mas. subigo, ἔρο, ἔγι, actum*.

(3) *Murus*, any sort of wall, irrespective of its use, *Partes*, a partition wall inside a house, *Moenia*, city walls, a defence against foes [*munio*, to fortify]; *Facies* (facio), the natural make or aspect of the countenance, which always remains the same. *Vultus*, the countenance, the looks. [By the face, which is unchangeable, we distinguish one man from another; by the countenance, which is changeable, we learn the emotions of the mind.] *Facies*, however, is sometimes used for the whole figure. *Longe* (*τῆλα*), at a great distance in time or space, opp. *prope*; *Procul* (*ἀποθαρ*) at some distance, opp. *juxta*, "close by;" says less than *longe*, and merely denotes objects within sight; *diu*, a long time—denotes length of time, *longe*, and *procul*, distance.

NOTE.—*Procul*, not fr. *pro, oculus*, as *Ramshorn* gives, but fr. *procello*, "to drive forwards." *Diu*, adv. acc. of *obsolet. dius* (=dies) "a day," "for days," "for a long time."

(4) Dative. *Olli* [=illi] dat. indir. obj. after *libavit*; *metu* [=metui] dat. after the vb. of *sparing, parte*.

(5) Dat. A variety of the ethical or personal dative; see above, Notes on Translation (7).

NOTE.—These words *Rutulū subactis* are by some editors considered to be in the *abl.* abs., but it is difficult, perhaps impossible, to find for them any logical connection with the rest of the sentence when thus construed. The young student will observe that the so-called Ablative Absolute is used to define the Time or Circumstances of an action, and that the present participle is oftenest to be rendered by a relative clause with *when* or *while*; and the perfect participle passive by the perfect active participle in English; and further, that the Ablative Absolute should stand only for a subordinate clause, and not for any part of the main sentence. They do not mean, "having subdued the Rutuli," for in this sense they must refer to the subject, *hiberna*, nor can they mean "from the time of conquering the R.," for the phrase would not

be expressed in Latin in that way, but by the usual construction with *post, ab, ex,* etc., nor do they mean *when* the R. had been; etc., nor *while, because, if, although.* Moreover, the phrase is an essential part of the sentence, *i. e.* the sense would be incomplete without it. It is as necessary to the full and incomplete meaning of the predicate verb in its own sentence as is "Latia regnantem" in v. 265 to *viderit.* For these reasons construe as a Dative, which gives an easy and logical connection. See above Notes on Translation (13). The whole subject of the Ablative Absolute will be discussed in future notes.

(6) *Cytheria*, an adjective form of a surname of Aphrodite or Venus (*Cytheria, Cythereia, Cytherias*), derived from the town of Cythera in Crete, or from the island of Cythera [*Cerigo*], where the goddess is first said to have landed, and where she had a celebrated temple. *Lavinium*, the city which Æneas was destined to found in Italy, and call after the name of his wife, Lavinia, daughter of King Latinus. The Lavinium of history was a city of Latium, near the sea-coast, six Roman miles distant from Laurentum, and now Pratica. *Æneas*,

son of Venus and Anchises, the hero of Virgil's epic poem, and ancestor of the Romans, worshipped after his death as *Jupiter Indiges.* *Rutulii*, a people of Latium, along the coast below the mouth of the Tiber; capital, Ardea; their king in the time of Æneas, Turnus, the rival of Æneas for the hand of Lavinia.

(7) Ōscŭlā | libā- | vit || nā- | tae; d'hinc | tāllā | fātūr.

Pārcē mē- | tū Cythē- | rēā; || mǎn- | ēnt im- | mōtā tū- | ōrūm.

Māgnān- | m' Ænē- | ān; || nēquē | mē sēn- | tōntā | vērtit.

Note the *feminine* Caesura in second verse.

(8) In words of more than one syllable, final syllables in *c* are *long*; in *d, l, m, n, r, t,* *short.* Exceptions: 1. *Dōnēc* and *liēn.* 2. *m* final with the preceding vowel is generally elided before a vowel (ecthipsis). 3. In Greek words—(1) *en* is long; often also *an, in, on, yn.* (2) *er* is long in *aēr, aethēr, crāter,* and a few other words long in original. 4. This rule does not apply to syllables long by the ordinary rules.

SCHOOL WORK.

SAMUEL McALLISTER, TORONTO, EDITOR.

HAMILTON CITY SCHOOLS. PROMOTION EXAMINATION PAPERS, DECEMBER, 1881.

(Continued from page 89.)

HISTORY.

Sixth Grade.

I. Tell what events happened in 1492, 1497, 1840, 1867.

II. When and by whom was America discovered, and from what country did he sail?

III. When and by whom was Canada discovered? From what town did he sail?

IV. When and by whom was the St. Lawrence explored?

V. Into how many provinces was Canada divided in 1792? Name them, and tell when united again.

VI. When was the Dominion formed? Name the provinces which then composed it.

Seventh Grade.

I. Who was Cartier? What country did he discover, and when?

II. When were Quebec, Montreal and Hamilton founded?

III. When and by whom was Canada taken from the French?

IV. Who were at war in 1812? Why did they fight? Name the battles of the war of 1812?

V. Give events for the following dates: 1492, 1497, 1759, 1867.

VI. Give derivation of Manitoba, Ontario, Quebec, Canada.

Eighth Grade.

I. Explain Treaty, Capital, Representative Government, Parliament, B.C., A.D.

II. How was Canada governed up to 1759, 1792, and since 1792?

III. Tell what you know about the war of 1812.

IV. How long did the Romans remain in Britain? Why did they leave, and what people came after them?

V. Who was Alfred the Great? Where did he live, and what were his acts as a king?

VI. When did the Norman Period begin and end? Make a list of the Norman kings.

Ninth Grade.

I. Name the provinces besides Canada owned by England in 1763. When and why did they rebel?

II. What was the Union Act of 1840, and British America Act of 1867?

III. Who was Edward the Confessor? About what time did he live, and what acts did he perform as king?

IV. Make a list of the Tudor sovereigns, and give one event in each reign.

V. State the claims of Henry II., Henry VII., James I. and George I., to the throne of England.

VI. Shew how each sovereign from George I. to Victoria was related to his or her predecessor.

GEOGRAPHY.

Third Grade.

I. What is a map? Which part is East? South? West? North?

II. Which part represents land? Which water?

III. Point out on this map, and name, the continents and oceans.

IV. What railroads run into Hamilton? Which one would you take to St. Catharines?

V. Name the county in which you live; also, county town.

VI. Give boundaries of ward in which you live.

VII. Draw a map of Wentworth. (Draw map on slates, while pupils are being examined orally in the Hall.)

Fourth Grade.

I. Name the cardinal points of the compass? How are these points known?

II. (a) What is a Continent? Name one, and point it out. (b) What is an Island? Name one, and point it out. (c) What is a Cape? Name one, and point it out. (d) What is a Mountain? Name one, and point it out. (e) What is a Peninsula? Name one, and point it out. (f) What is an Isthmus? Name one, and point it out. (g) What is a Coast? Name one, and point it out. (h) What is an Ocean? Name one, and point it out. (i) What is a Sea? Name one, and point it out. (j) What is a Gulf? Name one, and point it out. (k) What is a Bay? Name one, and point it out. (l) What is a Strait? Name one, and point it out. (m) What is a Lake? Name one, and point it out.

Draw a map of Wentworth, marking on it the townships and county town.

Fifth Grade.

I. Define Continent, Cape, Peninsula, Island, Sea, Gulf, Strait, Lake, Channel.

II. Give position and boundaries of Europe.

III. Give position of the following mountains: Rocky, Andes, Ural, Caucasus, Himalaya.

IV. Name and give the position of eight seas.

V. What and where are the following: Cyprus, Ceylon, Sicily, Cuba, Biscay, Comorin, Suez, Trent?

IV. Outline Ontario, and print the Counties on Georgian Bay, Lakes Huron, Erie and Ontario, and River St. Lawrence.

Sixth Grade.

I. Define Delta, Oasis, Ocean, Archipelago, Lake, River, Lagoon, Estuary, Channel.

II. Name in order the Counties in Ontario on Lake Ontario and River St. Lawrence.

III. What and where are Quinte, Nipissing, Goderich, Orillia, Cyprus, Magellan, Trinidad, Madagascar.

IV. Name the Countries of South America, with Capitals.

V. Outline South America, and print seven rivers, five gulfs and bays, six capes and two straits.

Seventh Grade.

I. Define Gulf, Bay, Strait, Sea, Island, Peninsula, Continent, Mountain, Colony, Canal.

II. Name in order the provinces of the Dominion, with capitals, commencing at the Atlantic.

III. Name in order the counties, with county towns, on Lake Erie.

IV. Draw an outline map of North America, and print on it six capes, seven gulfs and bays, nine lakes, six rivers, and three straits.

Eighth Grade.

I. Define and give the uses of Meridian, Equator, Parallels of Latitude, Arctic and Antarctic Circles, and Tropics.

II. Name in order, beginning at the Pacific, the provinces of the Dominion, with capitals.

III. Name and give the position of nine capes, five lakes, and six cities in Africa.

IV. Draw an outline map of the east and south coasts of Asia, and print neatly the names of six seas, seven gulfs, six capes, and trace five rivers.

Ninth Grade.

I. Define Isthmus, Promontory, Beach, Bay, Strait, Sound, Roads-head, Latitude, Longitude, First Meridian.

II. Give, with their boundaries, the political divisions of North America.

III. Name and give the position of ten gulfs, ten rivers, and six mountain ranges in Europe.

IV. Draw an outline map of Europe, and print ten capes, six seas, and six straits.

LITERATURE.

Third Grade.

I.—Books open at page 35.

1. What part of a book is a page? 2. Name four things that you see in this picture. 3. What colours do you observe in it? 4.

What is meant by a shadow? 5. What did the dog think on seeing his shadow in the water? 6. In what way did he then act? 7. How came he to lose both breakfast and dinner? 8. What can we learn from this lesson? 9. The last part is printed in a different kind of letter; what do you call it?

II.—Books open at page 98.

1. Where were these two children brought up? 2. Were their parents rich or poor? 3. When their parents died, in whose care were they left? (4) How did their uncle treat them? 5. Under what pretence were they taken away? 6. Did the two men do as they promised? How then? 7. Why did the uncle wish to be rid of these children? 8. Tell how the children died. 9. What became of the uncle and the two men?

Fourth Grade.

I.—Books open at page 144.

1. In what country was David born and brought up? 2. Spell his father's name. 3. What was David's occupation? 4. Give an instance of his bravery in youth. 5. He was a poet too. What are his writings called? 6. What people made war with David's people at that time? 7. What big man frightened all the Israelites? 8. How was David called to fight with this giant? 9. Tell how they met, and with what result.

II.—Books open at page 187.

1. What is a soldier? 2. Give the meaning of "Life-guards." 3. What did the soldier say on seeing his old favourite? 4. How did the horse show that he knew his old master? 5. Meaning of "touched at the scene" (l. 9, page 188). 6. How did the soldier show his affection for Valiant? 7. What is a "corn-chandler," and what "the picture," a few lines below? 8. When the boys saw this picture what did they do? 9. Where did this scene occur? How do you know?

Fifth Grade.

I.—Books open at page 1.

1. How many children were in this family? 2. What seemed to have been the farmer's object in giving each a peach? 3. What did he

ask them before they went to bed? 4. How many of them answered him, and which spoke first and which second? 5. Who did the father think made the worst use of his peach? Why? 6. Which of the sons, according to age, were named Edmund and Alfred? 7. Who do *you* think made the best use of his peach? 8. This lesson is taken from a book of parables. What is a parable?

II.—Open at page 17.

1. What is meant by "adherence to truth?" 2. Petrarch was a *poet*; what do you understand by that? 3. From the time given in the lesson, tell when this happened. 4. What is a Cardinal? 5. Why does "Italian" begin with a capital and "poet" without one? 6. "Recommended himself" (l. 2). How did Petrarch recommend himself? 7. Define "lived" (first sentence), "recourse" and "arms" (second sentence). 8. What are Gospels? (third sentence). Name the Gospels.

III.—Open at page 70.

1. Tell something of the writer of this song. 2. Why does "Rapids" begin with a capital, and what Rapids were they? 3. "Voices keep tune." Explain the phrase. 4. Give the sense of *yet, breath* and *shore* (2nd verse). 5. There are three double words in first verse; write them, with meanings. 6. Point out any mistake in the spelling of fourth and thirteenth lines. 7. Who is addressed in first line, page 71? 8. Two words in the last verse have each three meanings; write them.

Sixth Grade.

I.—Books open at page 96.

1. Who is the supposed speaker in this lesson, and what is addressed? 2. Was this horse bred in Canada or in England? 3. Mention any signs or points of a fine horse as given in the lesson. 4. In what kind of a country did the purchaser live? 5. What was inducing the owner to sell his favourite? 6. Give meaning of "check and cheer" (6th verse.) 7. How did the affair end? 8. Name all the marks of punctuation in 3rd verse.

II.—Open at page 113.

1. What is a petition? 2. Where was this mouse? 3. Give the meaning of "impending fate." 4. What kind of blood is "guiltless blood?" 5. Give the sense of the last two lines in verse 4. 6. What was the *boon* spoken of in verse 5? 7. Who are "Nature's Commoners?" (v. 6.) 8. When is it right to kill any of the lower animals?

III.—Open at page 152.

1. Where is the Saskatchewan, and in what direction from Hamilton? 2. To what class of animals does the buffalo belong? 3. How are they usually caught? 4. Give the name for a number of buffaloes, of fishes, of people. 5. What company is referred to in fifth sentence? 6. Name the principal uses of the buffalo. 7. Tell the difference between a "trot" and a "gallop." 8. Give all the meanings of *chase, butt* and *last*.

Seventh Grade.

I.—Books open at page 177.

1. Who was Penn? 2. For what is he chiefly noted? 3. In which State is Philadelphia, and how large a city is it? 4. "He treated them as men" (l. 8). What does that mean? 5. How was the second purchase of land measured? 6. What did the Indians receive in exchange for their land? 7. How did Penn compel them to abide by their bargain? 8. In what way did the Indians show their gratitude to Penn?

II.—Open at page 192.

1. Where did this burial take place? 2. Why was no drum beat, music played, or gun fired, as is usual? 3. What is meant by "dead of night?" 4. Who were the foe and stranger mentioned in v. 5? 5. Give the sense of *ashes, rock* and *Briton* (v. 6). 6. Change the first two lines of v. 6 into common language. 7. Why was the task called *heavy*? 8. Three double words occur in the first verse. Write three sentences, each containing a pair of them properly used.

(To be continued.)

TEACHERS' ASSOCIATIONS.

CHRONICLE OF THE MONTH.

EAST BRUCE TEACHERS' ASSOCIATION.—The sixteenth semi-annual meeting of this Association was held in the Model School, Walkerton, on the 24th February, 1882, about fifty teachers attending. Mr. W. S. Clendening, Public School Inspector, was elected President *pro tem.*, and Mr. A. MacIntosh, Secretary. After the minutes of last meeting and several communications were read, an essay, entitled "Be what you seem," was delivered by Miss Sang, which was full of excellent advice.—Mr. Leyes read an excellent paper on "Reading."—Mr. Telford stated that reading should be made intelligible as well as intelligent to the pupils. In the first stage reading was largely imitative. Phrase reading should be the proper method. He thought that the pointing out of the words to the pupils should be abolished. He was in harmony with simultaneous reading, as advocated by Mr. Leyes. He spoke of its usefulness in removing timidity. Error in reading, uncorrected, confirmed that error. Pupils should not be advanced too rapidly in reading.—Mr. Robb advocated intellectual reading and word-reading. He was in favour of simultaneous reading.—Mr. Reilly's advocacy was against simultaneous reading.—Mr. Leyes remarked that the object of simultaneous reading was to economise time, especially in large schools.—Mr. Telford was of opinion that, in tablet lessons, simultaneous reading should be the rule.—Mr. Clendening stated that one of the objects of teaching reading should be the development of the intellectual powers. He knew of scholars who could read a lesson fluently, but could not tell one word from another. The eye should be practised to observe, and made familiar with the words first and then

with phrases. The class should criticize or correct mistakes made by a pupil. In simultaneous reading, the timid would be encouraged, the slow stirred up, and the fast restrained. Pointing out words should be practised, especially when the pupils do not know them.—Mr. King maintained that simultaneous reading would destroy individuality, encourage laziness, and cause pupils to throw away their books.—"Teachers' Associations," the title of an essay by Mr. Munro, came next. It was highly suggestive. He stated that they developed power in teaching, removed defects in training, and caused teachers to look upon their profession with pride.—Mr. Reddon then gave an excellent reading on "The Earth and Man."—"Grammatical Analysis" was next taken up by Mr. Morgan, B.A., Principal of the High School, Walkerton, and was handled in an able manner.—Mr. Hunter took as the subject of his essay, "A Teacher's Leisure Hours." They should be profitably spent. The teacher should be vigorous, and have good health.—Miss Davidson gave a reading, which was full of practical suggestions.—Mr. McKay, of the Walkerton High School, handled his subject—Arithmetic—in an able and lucid manner. He is master of his subject. He was interrogated by Messrs. Burgess, Leyes and Telford on the subject.—Mr. McKechnie introduced the next subject, "Desirable Changes in Public School Programme." He complained of there being too many subjects, and pointed out other defects.

In the evening, at an open meeting in the town hall, Mr. Robb discussed the subject of "Cramming," and addresses were delivered by several teachers and clergymen. Mr. Telford gave a humorous reading.

The first subject on Saturday morning was that of "Writing," which was well handled by Mr. Richardson. "The series of *New Readers*," by Messrs. Gage & Co., was then severely criticized by Mr. Boyle. Messrs. Telford and King took part in the discussion, and a resolution was passed to the effect "that no series of Reading Books should be authorized by the Minister of Education until the opinion of the teachers has been obtained through their Local and Provincial Associations." A paper by Mr. McGill on the "Geography of Canada," and an essay by Mr. Butchart on "Canada," were then read and discussed, after which the following officers were elected:—President, Mr. Telford; Vice-President, Mr. Munro; Secretary, Mr. Morgan, B.A.; Treasurer, Mr. Clendening, I.P.S.

Before closing the proceedings, resolutions of condolence with the families of the late Chief Superintendent of Education and Inspector Marling were passed, and ordered to be embodied in the minutes.

WEST HURON TEACHERS' ASSOCIATION.—The semi-annual meeting of the West Huron Teachers' Association was held in the Public School, Exeter, on Friday and Saturday, Feb. 17th and 18th. On Friday, at 9.30 a.m., in the absence of the President, Mr. J. R. Miller, I.P.S., the meeting was called to order by the 1st Vice-President, Mr. John Connolly, after which Mr. Samuel R. Halls read the minutes of last meeting, which were adopted.

Mr. David Boyle, representative of the Canada Publishing Company, Toronto, now laid before the Association the many excellences of their series of Readers, called the "Royal Canadian Readers." He was listened to attentively, but no action was taken for or against the series.

In the afternoon Mr. W. M. Leigh introduced the subject of "Time Tables" in a very practical manner, by exposing to view, on the blackboard, a copy of a time-table used by himself, which he fully explained. Many questions were asked and answered re-

lating to the topic, and not a few complimentary remarks were uttered in behalf of the style in which the subject had been handled. Mr. P. Strang followed, and disclosed the secrets of "Discount." After copious explanation by the teacher, the use of the now familiar Unitary Method received special emphasis. Several teachers expressed themselves as highly pleased, yet some demurred, so far as Unitary Method was concerned, by substituting in its place the Rule of Three. The next was a paper on "Teachers' Home Reading," by Mr. F. Crassweller, which was so well received that he was immediately informed that all essays were the property of the Institute. A vote of thanks was tendered him for his instructive essay. In the evening a public meeting was held, Mr. John Connolly in the chair, when Mr. H. J. Strang, B.A., read an exhaustive essay on the subject of "Common Errors of Speech and their Correction." His essay being divided into parts, the management availed themselves of the interval to introduce some music, and also one of the most interesting features of the evening, viz., the presentation to Mr. W. R. Miller, Goderich Public School, of Chambers' Encyclopædia, as a testimonial for services rendered as Secretary-Treasurer of the Association for a period of four years.

On Saturday morning the members of the Association again met in the Public School, when it was decided that all teachers, members of this Institute, by paying the sum of 50 cents, would be furnished with either the CANADA EDUCATIONAL MONTHLY or the *School Journal*. Mr. Grassick being called upon, read a paper on "Penmanship," and at intervals during the reading gave proof of his skill in the art. Mr. Geo. Holman now read a suggestive essay on "Hygiene"—a much-neglected study.

On motion, Mr. H. J. Strang took the chair, while Mr. John Connolly brought before the members "Music," with illustrations. He handled it simply in the form of a lesson to a rural school; explained the class of music he teaches; showed the value of music as a means of giving to the ordinary

pupil a good vocabulary, inasmuch as they are apt to memorize the words of a song in a short time and remember them. This lesson, though short, was sound and practical. Votes of thanks having been passed to the various members who brought subjects before the Association, a resolution of condolence with J. R. Miller, I.P.S., in his present affliction, was unanimously adopted, and ordered to be transmitted to him. The meeting then adjourned, to meet again in Goderich at the call of the Executive Committee.

CONFERENCE OF THE WENTWORTH COUNTY SCHOOL TRUSTEES.—A meeting of the Wentworth County School Trustees was held on the 7th of March at Hamillon. There were thirty-five trustees present, and the meeting was a most influential one. The chair was occupied by Mr. J. H. Smith, County School Inspector, and Mr. James H. Wilson performed the duties of Secretary. Mr. Smith addressed the meeting at some length on the programme of subjects to be brought forward for discussion, and submitted the report of the Committee on Text Books. A lively discussion then took place on the subject of text books, and some of the trustees spoke out very plainly against many of the books now in use in the Public Schools of the county. With reference to the Readers, considerable dissatisfaction seems to exist, and the desire prevailed in the meeting that the Readers should be of a more national tone, and that only one series should be authorized by the Government. A number of the trustees took part in the discussion, after which the report of the Committee on Text Books was adopted. After a brief recess, and on the arrival of additional trustees to take part in the proceedings, Mr. Boyle addressed the Conference on the "Royal Canadian Readers." He pointed out the excellence of the series about to be published by the Canada Publishing Company, and referred to the numberless errors likely to arise from the attempt to assimilate a merely English publication to the wants of Canadian pupils.

On motion it was resolved, "That, in the opinion of this meeting, the books entitled "English Readers," published by Messrs. Gage & Co., are not, in their present crude state, worthy of authorization for use in the Public Schools of Ontario."—Carried unanimously.

Moved by Mr. A. M. Orr, seconded by Mr. C. P. Carpenter, "That in the opinion of this meeting there should be but one series of Readers and one Geography authorized; and that all text books should be thoroughly inspected by a competent committee of educationists before authorization."

Moved by Mr. Calder, seconded by Mr. Orr, "That no person interested in the production of a text-book should have any voice in its authorization."

The discussion on the question of the steps to be taken to increase the attendance at the Public Schools was opened by the Inspector, who submitted a blank form to be sent by teachers to the parents of absent pupils, notifying them of the number of days absent. It was resolved, on motion of Mr. Barclay, seconded by Mr. Wyllie, "That the form be adopted for use, with the addition of the number of times late." The trustees thought that the calling of the trustee together once a year, as had been done already, would serve the purpose intended by a Teachers' Association, and no new Association was formed. The Chairman and Messrs. Orr and Calder were appointed a committee to draft a resolution on the death of the late Dr. Ryerson, Superintendent of Education. They reported the following, which was adopted unanimously: "That this meeting desires to express its high appreciation of the services rendered to the Province of Ontario by the late Egerton Ryerson, D.D., for many years occupying the distinguished position of Chief Superintendent of Education, and ventures to express the conviction that he will long live in the affections of the people, who gratefully acknowledge the immense service he has rendered to the cause of education in this country." The meeting then adjourned, to meet at the call of the Inspector.

CONTEMPORARY LITERATURE.

REPORT OF THE MINISTER OF EDUCATION OF ONTARIO for the years 1880 and 1881. Printed by order of the Legislative Assembly, by C. Blackett Robinson, Toronto.

It has been our duty year after year to complain of the antiquated contents of the Minister's Report when we had occasion to review it. The bulky volume of some 400 pages lying before us will save us from that duty in the present instance, for, as far as the nature of its contents will allow, it is a Report for the year 1881 as well as for that of 1880; in fact it contains matter of so recent a date as January of the present year. Let no one ever now doubt the truth of the proverb: "Constant dropping wears away the stone." It is true that part of the contents are in a somewhat chaotic state, but this can be easily remedied in future years. The great point has been gained in getting statistics so recent that the interest in them is still fresh, while the results they show are of practical value. But Mr. Crooks's merit does not rest here; he has manifested a laudable desire to increase the value of the blue-book by inserting material of considerable value which has never appeared in any previous Report. Some of this material we may notice in the course of our remarks.

The total receipts for all school purposes in 1880 amounted to \$3,254,829, showing an increase of over \$28,000 upon the receipts of the previous year. Of this amount the Government contributes 8 per cent. in the shape of a legislative grant; 21 per cent. is derived from the Clergy Reserves and other sources; while the remaining 71 per cent. comes directly out of the pockets of the people. As we should expect, the rural sections contribute by far the largest portion of the amount, their assessment for school purposes in 1880 amounting to 62 per cent. of

the whole sum collected. This fact is sufficient to show the necessity for increased attention to the training of the children in our rural schools.

The total expenditure for all school purposes in 1880 was \$2,822,052, being a decrease of \$11,031. The cause of this decrease, which was much larger in 1879, is due to the diminished number of school-houses erected. A few years ago it became the disagreeable duty of Inspectors to insist upon more and better school accommodation. This led to the building of a large number of additional school-houses, and the replacing of many dilapidated buildings by those of a better class. The report gives the cost of education per pupil as \$5.85. We suppose this is one of the improved features Mr. Crooks intends to introduce into the official blue-book; but he is a little astray in his method of computation. We have ourselves, in past years, furnished our readers with this item, but we calculated it upon the average attendance, which is the only legitimate mode of computation, and the one adopted in the English Education Report. Mr. Crooks takes a different plan; he estimates the cost upon the registered attendance: hence a child who has attended but a week is put down as costing for this week's education as much as the one who was present in school the whole year. While, therefore, the cost per pupil was \$5.85 upon the registered attendance, it mounts up to \$12.88 reckoned, as it should be, upon the average attendance. The cost in counties was \$13.14, in cities \$12.15, and in towns \$11.20 per pupil.

It may surprise our readers to find that counties pay most for the education of the school children, seeing that the salaries, which are the main item of expense, are so much less in the counties, but the fact is easily accounted for by the smaller average

attendance. If we adopted Mr. Crooks's method of computation we would find, as indeed he shows, that the cost on registered attendance is less in the counties.

The total school population between the ages of 5 and 16 years was 489,924, being a slight decrease from the number for 1879. Of this number 30,195 are returned as not attending any school for four months in the year. If the trustees mean anything by this return, they intend it to indicate the number of children that do not attend any school at all. That this is evident will be seen by reference to a succeeding page, where it is shown that 27 per cent. of the total school population, or over 130,000, attended school for less than 51 days in the year 1879. But the Report takes a different view. It deducts the number of those under 17 years of age who attended high and private schools from the number shown as not having attended any school, and the figures are thus reduced to 10,000. By additional manipulation the number of this class between 7 and 12 years of age is again reduced to 5,878. Hence, Mr. Crooks lays the flattering unction to his soul that there are not 6,000 children in the Province who are not reaping the benefits of education in one school or another. He has sanguine hopes that the change made in the School Law in 1881 will make the number not attending school still less. Every child between 7 and 13 years of age is now required to attend 11 weeks in each session, and machinery is prescribed for seeing that this law is carried out. But unless the Government adopt measures to have the law enforced, we venture to assert that it will remain on our statute book as much a dead letter as the previous four months' law. Trustees are not at all likely to enforce a law that would tend to make them unpopular, so long as they can secure a reasonable attendance at the schools they have under them without resorting to it.

Another improvement which we have repeatedly urged appears in the present Report, in the table showing the percentage of average attendance. The ordinary reader can now see at a glance the rate of attendance in the

various counties, cities and towns. We ourselves gave sufficient statistics from the reports in previous years to show how the attendance stood in different localities; and in making these up we had occasion to point out errors in the printed computations, one of which, that of attendance in the county of Wellington, is acknowledged in a footnote of the present Report, but without giving us credit for detecting it. Now, the percentage of average attendance will prevent the repetition of any such error in future. The average attendance for counties, in 1879, was 43 per cent. of the registered attendance; for cities, 57 per cent.; and for towns, 55 per cent. The average for the Province was 46 per cent.; this is 1 per cent. higher than that of the previous year. It is remarkable that such a thinly-settled county as Lanark should have the highest average attendance, viz., 50 per cent.; another very thinly-settled county—Haliburton—has the lowest—36 per cent. Of the cities, Hamilton stands first, with a percentage of 65, and Ottawa last, with 49 per cent. Perth, again, takes the lead among the towns with 67 per cent., while Welland is lowest with an average of 42. Mr. Crooks would deserve to be canonized if he could hit upon some legitimate expedient to increase the average attendance. It is not a satisfactory state of things to find that only forty-six out of every hundred children enjoy the full benefits of the education our public schools afford. We shall rejoice to find the law, from which Mr. Crooks expects so much, operating favourably, as it should do if properly administered, upon the attendance of scholars.

There were 33 per cent. of pupils in the first class, 22 in the second, 26 in the third, 16 in the fourth, and only 3 in the fifth. It will thus be seen that 81 per cent. of our children are in the First, Second and Third Books. The number of schools was 5,182; of teachers, 6,747, of whom 3,264 were male teachers and 3,483 females. By a calculation of our own, we find that the average salary of each teacher throughout the Province is \$313—just one dollar less than in

1878. We are glad to note that a remark or two in our review of the last Report has led to a more accurate method of estimating the salaries of teachers; would that we could light upon some happy expedient to make them larger! The following is a statement of the average salaries in detail:—

	Males.	Females.
In Counties	\$382	\$241
" Cities	743	324
" Towns	564	256

The number of pupils in average attendance to each teacher in the Province is 33; in the counties it is 30; in the cities, 45; and in the towns, 43. The number of teachers holding First Class Provincial Certificates is 239; Second Class, 1,875; Third Class, 3,706. Old County Board Certificates, First Class, 279; Second Class, 104. The latter are gradually decreasing. We are glad to notice another large decrease, of 118, in the number of Intermediate Certificates—the number standing now at 356.

There are several other matters of interest in the Report which we must hold over till next month. In the editorial columns we intended to review the blue-book from the High School standpoint; but this task we are unable for the present month to overtake.

M. TULLI CICERONIS DE FINIBUS BONORUM ET MALORUM, Libri Quinque. D Io. Nicolaus Madvigius, Recensuit et Enarravit. Novi Eboraci: Apud Harpers Fratres, MDCCCLXXXII. Toronto: Willing & Williamson.

HARPERS BROTHERS continue to publish convenient pocket texts of the Greek and Latin Classics. The most recent addition to the series contains Cicero's grave philosophical dialogues on the *True Ends of Life*. Here critics resort for the orator's most finished product in philosophy, while biographers seek here for evidence of Cicero's religious convictions. The present edition reprints the introductions and the textual emendations of Jens Nikolai Madvig, the distinguished Minister of Public Instruction in Denmark, who is better known to all classical students as the author of the Latin Grammar. Though Madvig is, in Danish politics, an ardent Radical, still, by an interesting mental reaction that may be noticed also in Mommsen, Gladstone, and many other literary politicians, he is, on the intellectual side, rather conservative. Madvig is

rather sparing of textual conjectures, except of course where he reaches the 5th Book of the *De Finibus*; for there such extraordinary variations appear in the ancient manuscripts as to suggest that two entirely different editions of this 5th Book emanated from Cicero himself.

C. JULII CÆSARIS COMMENTARII DE BELLO GALLICO, Libri. I.-V., from the text of Schneider, carefully revised, with various readings from the best extant editions, comprising those of Ondendorp, Herzog, Nipperdey, Elberling, Krauer and others, elucidated by notes, critical and explanatory; a Vocabulary of all words in the text; and a Series of Easy Reading Lessons for Beginners, designed as a First Latin Book in Schools, by A. K. Isbister, M.A., LL.B. Twelfth edition. London: Longmans, Green & Co.

THE FIRST THREE BOOKS OF XENOPHON'S ANABASIS, elucidated by notes, critical and explanatory; a Lexicon of all the words in the text; and a Series of Easy Reading Lessons for Beginners, designed as a First Greek Reading Book in Schools, by A. K. Isbister, M.A., LL.B. Eighth edition. London: Longmans, Green & Co.

WE are glad to have an opportunity of introducing these excellent and popular editions of Junior Classics to the notice of those of our readers not already made acquainted with their merits. They are admirable books for boys beginning to read Greek and Latin. The reading lessons, which form a distinctive feature of the present works, and by which the learner may be led, by easy and gradual steps, to the power of analyzing and disentangling the most difficult constructions which occur in Xenophon and Cæsar, are true *pontes classici* to these authors. The teacher who may think it advisable to help a boy to a knowledge of the ancient classics by learned disquisitions upon etymological, geographical or mythological questions, will perhaps not be gratified with the treatment of these matters in these little volumes. Nor will he that loves a Sanscrit root more than the exact meaning of a phrase be better pleased. But, assuredly, he that wishes, with the help of a good grammar and in spite of the "Intermediate," to teach Latin and Greek, will not be disappointed if he invoke their help.

As might be judged from the name of the publishers, the works are unexceptionable in typography, paper, binding, and general appearance. We heartily commend them to all in need of such books as these profess to be.

EDITORIAL NOTES.

"PER VIAS RECTAS."

HE who looks narrowly into the motives which influence men in their daily pursuits will not find much that is creditable to humanity. We are all conscious, more or less, of acting from interested motives in our contact with the world; and we too often pursue our course in paths that are not righteous. In these days it is "the heathen Chinee" and not the stern Puritan that is our model and exemplar. Yet we all profess to admire, and to have a word of commendation for, that stalwart rectitude of our forefathers which was the distinguishing mark of their character and the glory of the olden time. In our spirit of emprise, and eagerness to lay hold on the good things of the land, we have departed from their slow, old-fashioned ways, and have lost the mould of that simplicity and genuineness of character which made them beloved, and threw a sanctity over old-time life and its relations. But we of these modern times have fallen upon an age of competition, and consequently one of shams. The life that used to be heroic is now poor and commonplace; and in the struggle for position and power we make a sacrifice of dignity and throw chivalry to the winds. This decadence in the life and manners of a past age, unhappily, is not limited to any one profession. It is exemplified in all. But it may be beneficial to refer to some of its traces, particularly in the vocation of teaching, that its progress may be arrested and a return made to higher ideals.

In education nothing is more noticeable than the inroads which trade and trade tactics have made upon its domain. Competitive examinations and the race-heats between rival schools have introduced elements fatal to good training. The grind for an examination day, and the injudicious prominence given to certain studies, have also had a pre-

judicial effect. The machinery of the system, moreover, has been turned to its disadvantage. In our own Province this has been debauched for personal ends, and the tone of the schools has been lowered in consequence. Inspectors have not always been mindful of their judicial character, nor have they held the balance evenly. They have had their preferences, and, not un seldom, have made themselves friends of "the Mammon of unrighteousness." This has wrought a great evil, and set a bad example before the profession. The traffic in the implements of instruction, to which some have unscrupulously lent themselves, has been another departure from the path of rectitude. In high places, politics and partisan bias have further dethroned the lofty ideals of the profession. The Department itself has not been a sanctuary of honour, nor a Bethel round which pure hearts and clean hands have gathered. The official kalsomining of the ex-Clerk of the Depository has been no aid to morals. The influence, from the centre outwards, has not been elevating; in some respects it has been positively pernicious.

At the meetings, moreover, of School Boards and Teachers' Conventions we hear not a little of the arts of the schemer, and the schools themselves are being infected with the universal malady. There is a perceptible decline in the tone of the profession, and a lack of loyalty to, and rough crowding of, one another. We seem to have lost what Carlyle calls "the habit of behaving with justice and wisdom," and to be unable to act with "unpremeditated sincerity." Some Inspectors we could name are making rapid proficiency in wire-pulling, and their districts are fast being steeped in the atmosphere of intrigue. Wits are being sharpened at the expense of morals. If we are to credit the statements of passed pupils, our Normal Schools, too, signify fail in their duty; and

recent charges more seriously affect the Ottawa institution. In the general moral exhaustion, a gloom is settling upon the profession, and its more worthy members are having their faith shaken in the upward progress of education. "Knowledge comes, but wisdom lingers." The Administration has become a political system, and those who look ahead are in doubt as to the future. Professional advancement, they fear, is not to be determined by merit. In the case of a recent vacancy, the Department is besieged by applicants, not a few of whom are pulling party wires, instead of trusting to their record and reputation. This course is taken unwisely; but it is a surrender of dignity and self-respect for which the Minister, we fear, is himself responsible. But Head Masters do not forget the political appointment to Brantford. Nevertheless, the vacant Inspectorship should seek the man, not the man the post. Mr. Crooks, by a *good* appointment, has it in his power to relieve the Masters from apprehension in regard to this matter. The profession would be glad to be assured that the things that weigh with him, in dispensing his patronage, are character, length of service, and solid acquirements. Fidelity to the highest interests of his office demands this; and no whisperings of party politics should drown the voice. An occasional note to heighten the *morale* of the profession, to discredit self-seeking, and promote *esprit de corps*, would be a word in season. The Minister's office is one to be looked up to; it should be a source of strength to the moral man, and a well of inspiration for his work. "*Cujus vita fulgur, eius verba tonitrua.*"

THE MINISTER AND THE HIGH SCHOOL INSPECTORSHIP.

SINCE the preceding article was in type the announcement has been made that Mr. J. E. Hodgson, B.A., of Brantford, is to succeed the late Mr. Marling in the High School Inspectorship. Regarded absolutely, Mr. Hodgson's appointment is, in many respects, unobjectionable. He is a Silver Medallist in

Classics of Toronto University, the Head Master of one of the leading Institutes in the Province, and has been, so far as the public can judge, a successful and hard-working teacher. His position and scholarship gave him claims to a consideration which might have been properly refused on the ground of his comparative inexperience. But we are not inclined to raise objections to the Minister's selection. We are heartily thankful that no sycophant, no hanger-on of the Department, no mere political wire-puller, has carried off the prize. Shadwell, we are told, "never deviated into sense." Our Minister of Education has on this occasion the advantage of Shadwell. Indeed, considering the attitude Mr. Crooks assumed from the first in regard to this appointment, Mr. Hodgson's success was in our mind almost a foregone conclusion. We have it on the best authority that Mr. Crooks voluntarily informed candidates for the vacancy that he had made up his mind to appoint no one who had been "mixed up in the old feuds." This calls for remark. And first we would remind the Minister that the attacks on the Central Committee, and the ill-feeling that still exists in certain quarters, were caused by his own blundering and by the vicious conduct of some of his subordinates. Under the circumstances, it will not be out of place if we here for a moment confront the present with the past. It is only fair to those who had the courage, persistence, and public spirit to force the Government to do its duty, and on whose honour and good faith the Minister has now the ill-grace to reflect, to recall to the mind of the reader the abuses against which a certain portion of the profession contended. The platform of the opponents of Mr. Crooks's initial policy was as follows:—

1. That no one should be an Examiner on the Central Committee whose scholarship and honesty did not recommend him for an appointment.

Since the Scandal period Mr. Crooks has accepted this doctrine, and has unceremoniously disposed of Messrs. Ross, Tilley, Hughes and Dr. McLellan. In reference to the last-named person, we may add, as an

evidence of the Minister's estimate of his actions, that it is well understood that, so long as the professor continues a book-builder and book-pedlar, Mr. Crooks would give him no place on the Committee.

2. That there should be a Rotation of Examiners.

This, after a coy delay, Mr. Crooks has also accepted.

3. That there was grave reason to suspect Mr. Kirkland and Dr. McLellan of collusion in the matter of Examinations.

It is known that Mr. Crooks himself admits the propriety of the conduct of those who brought the matter before the public. But the reconstruction of the Committee would itself be a sufficient proof of the correctness of the stand taken by the opponents of these parties.

4. That there was also grave reason to believe that there had been collusion between a publishing firm and certain members of the Committee.

No sane man now doubts the truth of this assertion. The whole course of events since the charge was made indicates this most unmistakably. It is true that Dr. McLellan was "whitewashed" at the Investigation; but he was subsequently left off the University Senate by an intelligent constituency, in a contest in which this was the question at issue. Further, the advisory functions of the Central Committee have ceased, and when authorization is to be considered, the Minister consults outsiders or his own sweet will. All the preceding facts are known to the public; but there are others besides connected therewith, which are peculiarly gratifying to the authors of the movement against Mr. Crooks's maladministration, and which convince them that their course has had the approval of honest and honourable men. We unhesitatingly assert that Education owes a debt of gratitude to the opponents of the Committee as at first constituted. Their efforts have produced results of inestimable value to the profession at large, and they have reason to be proud of the stand they took against recklessness and incompetence.

But what are we to infer from Mr. Crooks's

attitude on the question of the appointment? If, as his course of late has shown, he practically admits the propriety of their conduct, is he justified in offering these gentlemen an uncalled-for insult, especially when none of them was an applicant for the vacancy? Is it to be understood henceforth that one of the qualifications for office under Mr. Crooks is indifference to the interests of Education, or abject subservience to Departmental caprice? We hold, first, that, admitting the correctness of the Minister's attitude, he has acted unadvisedly in publishing his reasons. Garrulousness is as much a misfortune as ineptitude. Secondly, that the official revival of the Scandal will provoke more ill-will and stir up bitterer feelings than anything that has since occurred. The responsibility of the resurrection of this foul-smelling episode in his career will now rest on the Minister, and he cannot blame in others what he has sanctioned by his own conduct.

So far, however, as Mr. Hodgson is concerned, no blame can attach to him; and it would be iniquitous to visit on the servant the sins of the master. He has our best wishes for his success, and may securely count on the support of the conductors and owners of this journal, so long as he discharges his duties as Inspector with the ability and zeal that have characterized him as a Master. Many, no doubt, will feel chagrined that their claims have been ignored; that long experience and marked success under trying circumstances have not weighed with the Minister. They must, however, remember that matters might have been far worse; and that the judgment of Mr. Crooks as to their respective claims will be regarded with respect only by those who have forgotten the matter of the University appointments.

THE LATE DEAN GRASSETT.

"The blind, indiscriminate hand of common death" has once more, in our midst, shown us its relentless work. One by one the men of valour and truth who have served the Province from its infancy are passing away. So long meeting together at the

Council Board of Public Instruction for the Province, the Very Reverend the Dean of Toronto was not long in following to the silent world his late associate in educational work—the venerable Dr. Ryerson. His death creates a gap in many circles, social and ecclesiastical; but nowhere will he be more missed than from the rapidly-thinning ranks of those who were wont to meet him in Council on School and College affairs, in which, throughout a long lifetime, he took a hearty and intelligent interest. Dean Grasett's devotion to the cause of education was only exceeded by his devotion to, and life-service in, the work of the Church. He was a fine type of the schoolmen of the past—a cultured scholar, a benevolent and kind-hearted gentleman, and a single-minded and devout Churchman. Besides his service, throughout a whole generation, as Chairman of the Council of Public Instruction for the Province, the late Dean, for a period of over forty years, was an active member of the Board of Trustees of the Toronto Collegiate Institute, in the affairs of which he took an enlightened and helpful interest, and throughout its career was ever its hearty friend and wise counsellor. The loss education sustains in the death of this good man is not to be calculated; and it were well for it could it reckon among the coming men those who would serve its interests with the like probity, intelligence, and faithfulness. As one after another of the veterans pass away, we look round for the culture, the fairness, the discretion, the adaptability to circumstances and constant recognition of "the power that makes for righteousness" which characterized them, and hope that the men who are coming to the front, and upon whom the weight of responsibility will soon press, may profit by the bright example of the worthy life that has just closed.

LITERARY AND EDUCATIONAL NOTES.

THE friends of wholesome reading for the young will be pleased to learn that a six-penny illustrated edition of that admirable

work, "Tom Brown's School Days," has been issued by Messrs. Macmillan & Co., of London and New York.

NEW and greatly extended editions of Cassell's "Latin-English and English-Latin Dictionary," and of that publisher's "French English and English-French Dictionary," have just appeared. The popularity of these excellent books is indicated by the fact that the former is in its 38th thousand, and the latter in its 125th thousand. The books have the double merit of fulness and cheapness.

ANOTHER excellent book for school libraries is being issued by Messrs. W. & A. K. Johnston, of Edinburgh, entitled "Scientific Industries Explained." The object of the work is to show how some of the important articles of commerce are made, and to explain, in clear and concise language, the mysteries connected with the electric light, the telephone, and other scientific inventions of the time. It will be found a useful and accurate scientific encyclopædia.

THE two following manuals we are in receipt of from their respective publishers, but are necessitated to defer reviews of them until our next issue:—

From Copp, Clark & Co., Toronto.—"Chemistry for Intermediates, consisting of a series of Concise Definitions, Short Notes, and Chemical Problems, adapted for the preparation of candidates for the Intermediate and Second Class Teachers' Examination of the Education Department, Ontario, by A. P. Knight, M.A., Rector and Science Master, Kingston Collegiate Institute; to which are appended Examination Questions on Chemistry, selected from those recently set at Toronto, Queen's and Victoria Universities; also those of the Intermediate, from 1876 to 1881."

From Canada Publishing Co. (Limited), Toronto.—"Scott's Marmion, with Introduction and Notes; preceded by Critical Notes on English Metrical Romance, and Scott and his Period, by T. C. L. Armstrong, M.A., LL.B., of Osgoode Hall, Barrister-at-Law, late Modern Language Master, Collegiate Institute, Hamilton."

MR. DAVID BOYLE AND MESSRS.
GAGE & CO.

To the Editor of the C. E. Monthly.

SIR,—From whatever aspect we view the dastardly attack on Mr. David Boyle, which appeared in the last issue of the *School Journal*, the abject meanness and stupendous impudence of the writer are manifest. There is no occasion for "lifting veils" in this case. The veil is so thin that the baseness of the motive can be seen without removing it. Doubtless the writer, in the littleness of his soul, fancied that he was killing two birds with one stone; but he must not be surprised if he finds that the recoil of the missile has wounded himself more than it has his intended victims. Those who were present at the Wellington Teachers' Convention about a year ago, when Mr. Boyle, in a straightforward, manly way, and in the presence of Mr. Gage, gave reasons why teachers should not support the *School Journal* in preference to the EDUCATIONAL MONTHLY, will not have far to look for the motive which prompted the attack.

If Mr. Boyle had been employed to "get up" a series of mathematical works, some justification might be found for the exposure of his weakness in mathematical subjects. But what have arithmetic and algebra to do with School Readers? How many of our best writers have known almost nothing of mathematics! I need hardly say that it did not suit Gage & Co.'s purpose to publish Mr. Boyle's marks in *all* the subjects, much less in those subjects an intimate knowledge of which is requisite for taking part in the preparing of a series of School Readers. Let me supply them, and the reason for their suppression becomes evident.

Mr. Boyle obtained at the Examination to which Gage & Co. refer, the following marks—the highest being 1 and the lowest 6:—Reading 1, Spelling 1, Etymology 1, Grammar 1, Composition 1, Geography 1, Education 1, Botany 1, School Law 1, Natural History 1. How many teachers can show a better record? And to show that Mr. Boyle's high attainments in these subjects have borne legitimate fruit, I have it directly from G. W. Field, B.A., late Principal, and Mr. C. Macpherson, late Mathematical Master of the

Elora High School, that of all the scholars who entered that institution, Mr. Boyle's pupils were preëminently distinguished in the English branches by their general intelligence, due no doubt to the excellence of Mr. Boyle's teaching.

While Mr. Boyle has never proclaimed himself a "leading educator," he richly deserves the title; and those who have applied it to him are amply justified by the testimony of those best qualified to judge. But there is one phase of this question which must not be overlooked. The malicious attack on Mr. Boyle is a species of blackmailing on the teaching profession—a standing menace to every teacher in Canada. It says in effect: "Support the *Canada School Journal*, advocate the introduction of our precious publications, with all their imperfections, into the Public Schools, or we will show up your weak points, and blast your career as a teacher."

I do not appeal to Canadian teachers to resent this insult, being certain that they know what is due to themselves and to the profession: The just resentment which every teacher must feel has already discovered itself in the resolution passed by perhaps the only Teachers' Convention held since the publication of the disgraceful article, in which they strongly condemn the action of Gage & Co.

"Curses come home to roost" will doubtless be aptly illustrated in the consequences of this bitter personal attack. I have evidence, from all parts of the country, of the storm of indignation that it has evoked. Gage & Co. have awakened a sympathy for Mr. Boyle that perhaps he could never have created for himself; and his value as the agent of the Canada Publishing Company has been doubled. The Company no doubt feel this, and Mr. Boyle owes to Gage & Co. eternal gratitude.

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To the Editor of the C. E. Monthly.

SIR,—Is it not more than strange that Inspectors of Public Schools have not yet been favoured with copies of the last Report of the Minister of Education, or with even a single copy of the School Bill passed at the last session of the Ontario Legislature? I am charged with the task of superintending the Public Schools of a large county, and I have received neither of the documents to which I have referred. Prominent and active politicians have received them from Members of Parliament.

Yours respectfully, X.