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Educational Weekly

Vol. I.

THURSDAY, MARCH 19, 1885.

Number 12.

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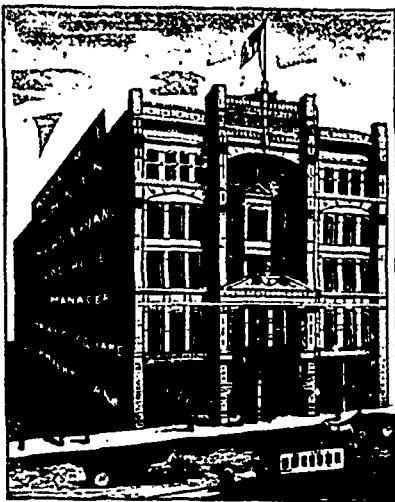
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NOTE.—The Americanisms in pronunciation throughout the edition of ORTHOËPIST used last year were objected to by Canadian educationists, and have all been eliminated in the present edition, and every word in the book made to conform to the latest STANDARD ENGLISH AUTHORITIES viz.: THE IMPERIAL DICTIONARY and STURMONT, as required for Teachers' Examinations. A chapter has been added on Education that gives the essentials for Teachers' Examinations, and saves the price of an extra book on this subject, and a chapter added to VERBALIST saves the price of an extra work on English Literature.



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CONTENTS OF THIS NUMBER.

SHORTER EDITORIALS 177
CONTEMPORARY THOUGHT 178
NOTES AND COMMENTS 179
LITERATURE AND SCIENCE:
Dorothy Q. OLIVER WENDELL HOLMES 180
Authors at Home... Mark Twain, II. 180
The Fairy Land of Science... Miss A. B. Buckley 181
CURRENT EDUCATIONAL OPINION:
Plutarch... Professor Hutton, 182, 183
LONGER EDITORIALS:
On the Teaching of History, II... 184
BOOK REVIEW... Rev. F. R. Beattie, M.A., B.D., Ph.D. 185
SPECIAL PAPER:
English Literature... W. Huston, M.A. 186
MATHEMATICS... 187
THE HIGH SCHOOL:
Question on "The Lady of the Lake"... 187
THE PUBLIC SCHOOL:
The Recitation... B. F. Knerr 188
Snow-Flakes... C. C. James 189
TABLE TALK... 189
EDUCATIONAL INTELLIGENCE... 190
PERSONALS... 191
OFFICIAL REGULATIONS:
Regulations Respecting Teachers' Certificates... 192
CORRESPONDENCE... 192

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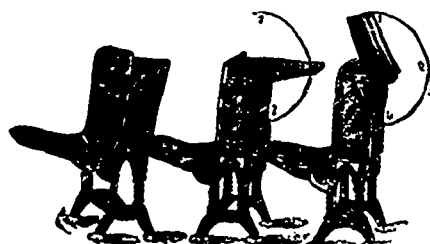
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The Educational Weekly.

TORONTO, MARCH 19, 1885.

THE study of English literature is now evoking a large amount of interest amongst teachers.

There are two short productions from the pen of perhaps the deepest living reader of literature, to which we recommend them to give their most earnest attention; we refer to Mr. Matthew Arnold's introduction to Ward's edition of *The English Poets*, and to that prefixed to his own edition of Wordsworth's poems.

Doubtless all our readers are well acquainted with these, and doubtless many of them cannot acquiesce in everything which this great critic has enounced. But all will admit that they contain wonderful thoughts worthy of deep study and prolonged consideration.

Perhaps the most telling benefit that we shall gain by a careful perusal of these two prefaces will be the wider view we shall take of the scope of poetry. Let us quote at some little length from them:—

"The noble and profound application of ideas to life is the most essential part of poetic greatness. A great poet receives his distinctive character of superiority from his application, under the conditions immediately fixed by the laws of poetic beauty and poetic truth, from his application, I say, to his subject, whatever it may be, of the ideas

'On man, on nature, and on human life,'

which he has acquired for himself. . . . It is important, therefore, to hold fast to this: that poetry is at bottom a criticism of life; that the greatness of a poet lies in his powerful and beautiful application of ideas to life—the question how to live."

"The future of poetry is immense, because in poetry, where it is worthy of its high destinies, our race, as time goes on, will find an ever surer and surer stay. . . . We should conceive of poetry worthily, and more highly than it has been the custom to conceive of it. We should conceive of it as capable of higher uses, and called to higher destinies, than those which in general men have assigned to it hitherto. More and more mankind will discover that we have to turn to poetry to interpret life for us, to console us, to sustain us. Without poetry, our science will appear incomplete; and most of what now passes with us for religion and philosophy will be replaced by poetry.* Science, I say, will appear incomplete without it. For

* Elsewhere in his preface to Wordsworth he says: "Perhaps we shall one day learn to make this proposition general and to say: Poetry is the reality, philosophy the illusion." See also the same author's essays *On Translating Homer*.

finely and truly does Wordsworth call poetry 'the breath and finer spirit of all knowledge:'

. . . . In poetry, which is thought and art in one, it is the glory, the eternal honor, that charlatanism shall find no entrance; that this noble sphere be kept inviolate and inviolable. . . . In poetry the distinction between excellent and inferior, sound and unsound or only half-sound, true and untrue or only half-true, is of paramount importance. It is of paramount importance because of the high destinies of poetry. In poetry, as a criticism of life under the conditions fixed for such a criticism by the laws of poetic truth and poetic beauty, the spirit of our race will find, as we have said, as time goes on and as other helps fail, its consolation and stay. But the consolation and stay will be of power in proportion to the power of the criticism of life. And the criticism of life will be of power in proportion as the poetry conveying it is excellent rather than inferior, sound rather than unsound or half-sound, true rather than untrue or half-true. The best poetry is what we want: the best poetry will be found to have a power of forming, sustaining, and delighting us, as nothing else can. . . . *Yes, constantly in reading poetry, a sense for the best, the really excellent, and of the strength and joy to be drawn from it, should be present in our minds and should govern our estimate of what we read.*"†

This is the thought on which we would lay stress. We have quoted at length, partly perhaps led away by the beauty of the passages, partly because the preceding sentences lead up to this last grand expression.

Can this high conception of the scope and aim of poetry be kept in view in teaching English literature to the classes of our public schools? We think it can.

Let us compare the teaching of English literature with the teaching of a kindred art—music.

They have much in common: One has for its object-matter the artistic expression of ideas, the other has for its object-matter the artistic expression of emotions. We so teach the one, not only that our pupils may be able to play the compositions of musicians, but that they may understand such compositions, and may themselves compose; we should so teach the other not only that our pupils may be able to read the writings of poets and historians, but that they may understand poetry and history, and themselves write. And as in the one there are three stages of tuition so also are there in the other. At first the learner is taught the value of notes, he is taught how to count, how to finger, how to form chords. This corres-

† The italics are ours.

ponds to grammar, in which he learns the value of words and how properly to connect them. Then the music lesson consists of graduated exercises. This corresponds to our graduated *Readers*. Then follow the productions of the great composers—operas, oratorios, symphonies, sonatas—corresponding to what is termed 'English literature' proper. (If we wished to continue the comparison we might liken thorough bass and counterpoint to logic and rhetoric.)

If this comparison be not altogether an erroneous one—which we are loath to believe, then we can perhaps glean some suggestions on teaching English literature from the way in which music is, or should be, taught.

In what we have described as the third stage of music-teaching the master does not—perhaps it is safer to say ought not, merely to teach technicalities; he now devotes his energies to teaching *expression*—to explaining to his pupil, as best he can, the deeper subtleties of musical composition, its hidden imaginative elements. He will expound the gradual unfolding of the *motif* from prelude to finale, will put himself and his learner into the mood of the composer, will interpret as far as in him lies, the spirit in which the piece was produced.

Do we do this in teaching English literature? Do we do this in examining in English literature? We fear not to the extent that it ought to be done. Modern editors of the English classics have shown us to what extreme lengths 'annotating' can go, and their influence has spread far and wide. We now delight in hunting up 'parallel passages,' we gloat over intricate constructions, uncertain etymologies, and obscure expressions, till there is no time left to enjoy the beauties of the thought. This is all very good in moderation: the musician will take great pains to explain the insertion of accidentals, the transitions into different keys, and so on; but he will not spend *all* his time over these.

HAVE we taken too vague and visionary a view of the high aim to be sought in teaching English literature? We hardly think so. It can be brought within practicable limits. Scarcely a poem exists from the hand of a true master of song that is not replete with ideas—

"On man, on nature, and on human life."

Look, for example, even at such themes as Keats's *Ode to the Nightingale*; his *Ode on a Grecian Urn*; Catullus's *Ode to Lesbia's Sparrow*; Cowper's two epitaphs on his dead hare; Burns's *To the Daisy*, and *To the Field Mouse*—all these are enshrined in our memories from the very fact of their containing "moral ideas." And such things can be pointed out to our pupils, can be dwelt upon, can be shown to be of the essence of all true poetry. Younger children will not recognize them; they must be taught to look for them, to judge of the excellence of poetry by them.

How to do this will be a question for each individual teacher.

Contemporary Thought.

ANY one who has occasion to look over the columns of the daily press devoted to notices of new publications will be impressed as a general thing with their superfluity of arbitrary comment, and their deplorable lack of information.—*The Literary World*.

THERE is but one education, and that is moral. There is no such thing as education, without moral education. The designs of God are in our hands to work out the hidden methods of development. The motive is the highest of those for humanity.—Col. F. W. Parker, in a lecture on "What is Education," delivered at Chickering Hall on February 28th. From the *New York School Journal*.

MR. HAULTAIN in a letter to the Archbishop of Toronto, controverts the validity of the "Illative Sense" which Cardinal Newman in his *Grammar of Assent* proposes to erect into a criterion of truth more convenient and trustworthy in practical cases than logic, that is to say, than reason. Mr. Haultain, stating his case clearly and with point, gains an easy and complete victory. But we dare not hope that the lovers of intellectual sport will have the pleasure of seeing His Grace the Archbishop drawn into the controversial ring as the champion of the Illative Sense. The peculiarity of that mysterious faculty is, as Mr. Haultain has acutely shown, that it diminishes with the increasing clearness of the evidence, and disappears altogether when the evidence is quite clear. To make the exposure complete, Mr. Haultain, in conclusion, lays hands on the pretended apparition and, dragging it under the light, shows that it is nothing but prepossession or prejudice in a new disguise.—*The Week, Toronto, March 1911*.

SIMPLY teaching English grammar cannot produce correct speaking, and no one can ever change from incorrect speech to a correct language by merely studying the text-books, and the rules contained therein. With few exceptions scarcely any improvement has been made in grammar making during the past century. Grammar teaching is usually confined to committing the rules to memory, and if the student can write the words in his vocabulary regularly, his grammar knowledge is considered complete. In the study of syntax there is material for delightful and justifiable study. The language children begin to use is acquired in many different ways, some correct and some incorrect. There is much danger in text-books, since there is such a wide difference, in handling the subject-matter. The best way is to teach grammar by conversation between the teacher and pupils. The greatest study of the teacher should be to assist the pupil to get interested, and to give a proper construction of the language used. Letter writing and composition should be taught, for this is the most used in actual life work.—*Orville T. Bright, Chicago*.

KARL SCHMELZER, the director of a high school at Bonn, has recently published a paper defending Plato against the familiar accusation of being an enemy of the poets. The charge has been made so often by the commentators and in the text-books on philosophy and aesthetics, and has been accepted without demur for so long a time, that it is a little

startling to find an attorney appear for the defence at so late a date. He bases his belief on the many expressions in "The Republic" which show that in his ideal state Plato tolerated lyric poetry only under restrictions and expelled epic and dramatic poetry, the former because of its too strong and improper influence over the emotions, the latter because of its promotion of unworthy conceptions of the gods. Herr Schmelzer proceeds in his defence in the way of critical exegesis and interpretation. He marshals all or nearly all of the utterances touching poetry in "The Republic," "Ion," and "Phædrus," and argues from them that Plato was ever ready to admit its beauty and excellence, but was obliged by the logic of his views to exclude it as not productive of the ends of his state. He also urges that Plato never discussed the subject independently and exhaustively, but only in its relative significance for educational purposes.—*New York Tribune*.

THE following is an answer to a query sent to *The Critic*:—

M. W.'s query in regard to the "seven best novels in the English language," recalls a similar question asked by *Unity*, of Chicago, last summer. It was "What are the ten great novels, the noblest available to English readers?" The editor wrote about one hundred letters to ladies and gentlemen "a consensus of whose opinion might make a list of weight and value to those who desire to be led into the most profitable fields in literature," and received sixty-one replies from which he prepared the following table, in which the titles are arranged according to the number of votes received: "The Scarlet Letter," "Romola," "Adam Bede," "Les Misérables," "Ivanhoe," "David Copperfield," "Henry Esmond," "On the Heights," "Wilhelm Meister," "Uncle Tom's Cabin." Among those whose opinions were given were eminent divines, professors, critics and authors, known throughout the land and of recognized taste. I should be very glad to furnish the entire list, with the number of votes each work received, to any who will send to me for it.

R. H. BALDWIN.

Yale College, New Haven, Conn.

Not many readers, we think, will entirely concur in this choice.

TWO young men left college ten years ago; one became a teacher, the other a lawyer, and both in the same town. The latter is a man of influence; the former is hardly heard of. Why is this? In the college the former was the most promising man.

Let us see what course each has taken. One reads about his profession constantly, the opinions of authorities on new points of law are carefully scanned, every new book of "reports" is bought, he debates with his peers day by day, he looks to see what the public are thinking about.

The other reads nothing about education, his profession; he knows nothing about the opinions of the men of higher rank than himself in his profession, he buys no book on education, he never meets with his peers and debates upon educational questions—why should he? He considers these all settled long ago. He does not interest himself in the affairs that the public are interested in. Such a man cannot but go backward.

That the teacher goes backward is usually conceded, and it is supposed to be caused by his profession, but that is a mistake. It is caused by the

neglect of those means that the wise lawyer, physician, or minister uses. There have been physicians that played chess or dominoes in their offices, waiting for patients. These never succeed. The teacher must do something beside hear lessons at school, and eat and sleep at his boarding-house.—*New York School Journal*.

"I AM continually asked," said Dr. Sargent, "What is the best exercise for girls?" or "What is the best popular exercise?" Nearly every one had a popular exercise, but no single exercise developed every muscle of the body," he went on to say. The first exercise acquired, that of walking, was first spoken of. Arduous as it was to acquire, when once acquired it becomes one of the simplest of exercises. The muscles employed in walking were then pointed out by the lecturer. He had traced a number of cases of heart disease in boys who took long walks with their parents. This was caused by the boys being obliged to run to keep up with the older walker. Running as an exercise was next taken up. Strong, rapid runners always had large development of the thigh muscles. This exercise should be taken with great care by men 30 years of age or so. It was better to take a quick, short run than an extended one. Swimming brought more muscles into action than any other exercise. There was resistance everywhere. It was a great pity that Boston was not provided with large swimming baths. It was a great prevention of lung troubles, and too much stress could not be laid upon its value as an exercise.—*Detroit Herald*.

AN organism which is doing brain work as well as muscular work requires higher and better food than an organism in which the brain is comparatively idle and only the lower centres and the muscles do much work. Undoubtedly the effort of brain work is to strengthen the brain and to render it less likely to become abnormal in its structure or disorderly in its activity than if it were idle. Such exercise as the brain receives in education, properly so-called—that is, development of the faculties—stimulates nutrition, and in so doing increases the need of food. Excessive activity with anxiety is not good at all, and ought to have no place in the educational process. Worry is fatal to good work, and to worry the growing brain of a child with work, is to maim and cripple its organization, doing irreparable, because structural, mischief, the effect of which must be life-long. "Tension" in work is not a proof of strength, but of weakness. A well developed and healthy grown brain works without tension of any kind. The knit brow, straining eyes, and fixed attention of the scholar are not tokens of power, but of effort. The true athlete does not strain and pant when he puts forth his strength. The intellectual man with a strong mind does his brain work easily. Tension is friction, and the moment the toil of a growing brain becomes laborious it should cease. We are, unfortunately, so accustomed to see brain work done with effort that we have come to associate work with effort, and to regard "tension" as something tolerable, if not natural. As a matter of fact no man should knit his brow as he thinks or in any way evince effort as he works. The best brain work is done easily, with a calm spirit, an equable temper, and in jaunty mood, all else is the toil of a weak or ill-developed brain straining to accomplish a task which is relatively too great for it.—*Lancet*.

Notes and Comments.

WE need scarcely say that Horatio Hall in our last issue should have read Horatio Hale.

THE so-called fac-simile of *Rasselas* is only a reprint in antique style, and bears no resemblance to the original edition.

THE Bentleys are announcing English editions of Gindely's *History of the Thirty Years' War*, and Stevens' *Gustavus Adolphus*.

MR. HUSTON'S second article on English Literature will be devoted to what is meant by the study of literature, and how it should be taught.

THE critique of the Rev. F. R. Beattie's *Examination of the Utilitarian Theory of Morals*, in the last number of the *Knox College Monthly* is by Principal Caven.

CANON LIDDON is again at work on his *Life of Dr. Pusey*, but the preparation thereof will be a long and tedious task. No man is better fitted for it than the Reverend Canon.

OUR readers are perhaps wondering what has become of Mr. Thomas Bengough's third paper on "Shorthand as a School Study." It has been in hand for some weeks. We are waiting for an opportunity of inserting it.

THE letter signed "Juvenal," on the subject of elegance and correctness in style has not been accompanied by the name of the writer. As, however, we do not wish to shut the door to any fair criticism, we have, contrary to rule, allowed its insertion.

A NEW work by Mr. George Augustus Sala, entitled *A Journey Due South: Travels in Search of Sunshine*, with a preface written by the author on board ship, while on his way to the United States and Australia, is published by Vizetelly & Co., of London.

THE Heine literature has received a graceful addition this year in the form of an illustrated translation of the *Interlude*, which embodies a romance of Heine's own life. The translation is by Franklin Johnson, and the volume is issued by D. Lothrop & Co. and is meeting with a large sale.

GENERAL W. B. HAZEN has written *A Narrative of Military Service*, and the book will shortly be brought out by J. R. Osgood & Co. It deals with the conduct of his command through the war, and consequently tells the story of Shiloh, of Stone River and Chickamauga, of Mission Ridge and the March to the Sea.

THERE is a movement on foot to give ex-President Arthur a reception on his return to New York, which will be in the usual form of a public dinner, but under peculiar condi-

tions. The matter is only yet taking shape, but one peculiarity of the dinner is that the hosts are to be Republicans and Democrats in equal numbers.

WE hope next week to commence a series of questions upon Scott's *Lady of The Lake* by Mr. Barton Earl of the Peterborough Collegiate Institute. From Mr. Earl's well-known deep-seated love for English literature, and the deep and wide knowledge of this grand subject which his high and original talents have enabled him to attain, this will be pleasing information to our readers.

A COLLECTION of reprints of German standard works from the earliest times to the present day is now in course of publication by W. Spemann, of Stuttgart and Berlin. They appear under the title of "Deutsche National Literatur." The scheme of this work is formed on a gigantic scale, and it is intended to omit no author of importance from the collection, which will comprise at least 200 volumes. The publisher has found it practically impossible to begin with Volume I., which will probably contain the very earliest literary produce in the German language, if not even the Gothic Bible-version of Ulfilas, and then to bring out the following volumes in the same succession as they follow upon each other, in time, but promises to complete the publication of the works of one author or one period when once commenced as rapidly as possible.

THE *Tribune* says, "Perhaps there can be no scheme of education devised that will cure inherent 'cussedness'." To this the *New York School Journal* adds, "'Perhaps?' There is a mighty possibility in that word. In this day of improvement no one can tell what wonderful inventions may be brought to light—even a system of education to cure inborn, inbred, and constitutional 'cussedness.' Perhaps?"—There is a profound subject touched in these racy phrases, and one which is continually occupying the thoughts of educationists. Some one has defined education to be "all that influences us from the cradle to the grave." This is far too wide, yet it contains an element often forgotten—a moral element. This surely is a factor of paramount importance in education. And surely "inherent 'cussedness'" is amenable to moral influences. We volunteer to assert that many a teacher could give examples from his own experience of successful battles against "inborn, inbred, and constitutional 'cussedness'."

PROFESSOR RYDER, who read French with Gordon when that hero was in command of the fort at Gravesend, relates that one day an ex-officer of the Chinese Legion presented himself at the Fort House, and asked to see the General. On his card being given to Gordon, he threw it from him

with disgust, and his anger was so great that for a few seconds he was speechless. When he was somewhat calmer, he expressed his feelings in the following words: "Tell that man to enter if he wishes me to blow out his brains." This would seem violent, but when it is known that the officer in question had deserted his colors and joined the rebels against whom Gordon was fighting in China, the righteous indignation of the General can be understood. The servant, who knew his master, repeated the message word for word, and the officer took his leave as quickly as possible.

WHAT inspiration many modern poets have obtained from their wives! Dante Gabriel Rossetti's *Sonnets* will read to all as an example of a wife's influence. William Morris dedicated his *Earthly Paradise* to his wife. If we are not mistaken, the introduction of Edwin Arnold's new Indian poem, *The Secret of Death*, a popularized version of the *Katha Upanishad*, is addressed to his fair partner. It runs thus:

"You ask me, dear! what perfect thing
I find in all my wandering
These ancient Sanskrit scrolls amid,
Where India's deepest heart is hid.
Nothing, I answer, half so wise
As one glance from your gentle eyes!
Nothing so tender or so true
As one word interchanged with you!

"Because two souls conjoined can see
More than the best philosophy.
Yet, wise and true and tender lore
Waits him who will those leaves explore,
Which, plucked from palm or plantain tree,
Display, in Devanagari,
The grand, sonorous, long-linked lines,
Where through that 'Light of Asia' shines."

APRIL'S *Magazine of Art* is as delightful as any of its predecessors. The frontispiece is an "ink-photograph" called a "Study of Drapery," from a drawing by Albert Moore. "The Older Churches of London," beautifully illustrated, opens the number; and this is followed by a sprightly little article on the happy subjects of "Fashions in Waists," in which the writer (Richard Heath) contends that "the waist is the point of departure of all the lines of the feminine costume, so that on its position and form the whole character of a woman's dress may be said to depend." H. F. Brown writes on "one of the most remarkable features in the history of Venice"—its Knockers. "The Artist in Corsica" is continued. The illustrated poem is this time one of Austin Johnson's, the design by Fred. Barnard, the engraver is Swain—well known in the pages of *Punch*. "A Note on Gainsborough," a long notice of H. Thirion's *Les Adam et Cadiou* (illustrated), "Art in the Board School," and the chronicle of English and foreign art complete the number.

Literature and Science.

DOROTHY Q.

BY OLIVER WENDELL HOLMES.

Grandmother's mother : her age, I guess,
Thirteen summers, or something less ;
Girlish bust, but womanly air ;
Smooth, square forehead with uprolled hair ;
Lips that lover has never kissed ;
Taper fingers and slender wrist ;
Hanging sleeves of stiff brocade ;
So they painted the little maid.

On her hand a parrot green
Sits unmoving and broods serene.
Hold up the canvas full in view,—
Look ! there's a rent the light shines through,
Dark with a century's fringe of dust,—
That was a red-coat's rapier thrust !
Such is the tale the lady old,
Dorothy's daughter's daughter, told.

Who the painter was none may tell,—
One whose best was not over well ;
Hard and dry, it must be confessed,
Flat as a rose that has long been pressed ;
Yet in her cheek the hues are bright,
Dainty colors of red and white,
And in her slender shape are seen
Hints and promise of stately mien.

Look not on her with eyes of scorn,—
Dorothy Q. was a lady born !
Ay ! since the galloping Normans came,
England's annals have known her name ;
And still to the three-hilled rebel town
Dear is that ancient name's renown,
For many a civic wreath they won,
The youthful sire and the gray-haired son.

O Damsel Dorothy ! Dorothy Q. !
Strange is the gift that I owe to you ;
Such a gift as never a king
Save to daughter or son might bring,—
All my tenure of heart and hand ;
All my title to house and land ;
Mother and sister and child and wife,
And joy and sorrow and death and life !

What if a hundred years ago
Those close-shut lips had answered No,
When forth the tremendous question came
That cost the maiden her Norman name,
And under the folds that work so still
The bodice swelled with the bosom's thrill ?
Should I be I, or would it be
One tenth another, to nine tenths me ?

Soft is the breath of a maiden's yes :
Not the light gossamer stirs with less ;
But never a cable that holds so fast
Through all the battles of wave and blast,
And never an echo of speech or son,
That cries in the babbling air so long !
There were tones in the voice that whispered then
You may hear to-day in a hundred men.

O lady and lover, how faint and far
Your images hover,—and here we are,
Solid and stirring in flesh and bone,—
Edward's and Dorothy's—all their own,—

A goodly record for time to show
Of a syllable spoken so long ago !—
Shall I bless you, Dorothy, or forgive
For the tender whisper that bade me live ?

It shall be a blessing, my little maid !
I will heal the stab of red-coat's blade,
And freshen the gold of the tarnished frame,
And gild with a rhyme your household name ;
So you shall smile on us brave and bright
As first you greeted the morning's light,
And live untroubled by woes and fears
Through a second growth of a hundred years.

AUTHORS AT HOME.

MARK TWAIN AT "NOOK FARM" (HARTFORD)
AND ELMIRA.

CHARLES H. CLARK.

[THIS series of articles on "Authors at Home" is reprinted in the WEEKLY by kind permission from Messrs. J. L. and J. B. Gilder, editors of the *Critic*.]

THE story of Mark Twain's life has been told so often that it has lost its novelty to many readers, though its romance has the quality of permanence. But people to-day are more interested in the author than they are in the printer, the pilot, the miner, or the reporter, of twenty or thirty years ago. The editor of one of the most popular American magazines recently alluded to him as "the most widely read person who writes in the English language." More than half a million copies of his books have been sold in this country. England and the English colonies all over the world have taken at least half as many in addition. His sketches and shorter articles have been published in every language which is printed, and the larger books have been translated into German, French, Italian, Norwegian, Danish, etc. He is one of the few living persons with a truly world-wide reputation. Unless the excellent gentlemen, engaged in revising the Scriptures, should claim the authorship of their work, there is no other living writer whose books are so widely read as Mark Twain's ; and it may not be out of the way to add that in more than one pious household the "Innocents Abroad" is laid beside the family Bible and referred to as a hand-book of Holy Land description and narrative.

Of the platform and out of his books, Mark Twain is Samuel L. Clemens—a man who will be fifty years old at his next birthday, November 30, 1865. He is of a very noticeable personal appearance, with his slender figure, his finely shaped head, his thick, curling, very gray hair, his heavy arched eyebrows, over dark gray eyes, and his sharply, but delicately, cut features. Nobody is going to mistake him for any one else, and his attempts to conceal his identity at various times have been comical failures. In 1871 Mr. Clemens made his home in Hartford, and in some parts of the world Hartford to-day is best known because it is his home. He built a large and unique house in Nook Farm, on Farmington Avenue, about a mile and a quarter from the old centre of the city. It was the fancy of its designer to show what could be done with bricks in building, and what effect of variety could be got by changing their color, or the color of the mortar, or the angle at which they were set. The result has been that a good many of the later houses built in Hartford reflect in one way or another the influence of this one. In their

travels in Europe, Mr. and Mrs. Clemens have found various rich antique pieces of household furniture, including a great wood, en mantel and chimney-piece, now in their library, taken from an English baronial hall, and carved Venetian tables, bedsteads, and other pieces. These add their peculiar charm to the interior of the house. The situation of the building makes it very bright and cheerful. On the top floor is Mr. Clemens' own working-room. In the one corner is his writing-table, covered usually with books, manuscripts, letters, and other literary litter ; and in the middle of the room stands the billiard-table, upon which a large part of the work of the place is expended. By strict attention to this business, Mr. Clemens has become an expert in the game ; and it is a part of his life in Hartford to get a number of friends together every Friday for an evening of billiards. He even plans his necessary trips away from home so as to be back in time to observe this established custom.

Mr. Clemens divides his year into two parts, which are not exactly for work and play respectively, but which differ very much in the nature of their occupations. From the first of June to the middle of September, the whole family, consisting of Mr. and Mrs. Clemens and their three little girls, are at Elmira, N. Y. They live there with Mr. T. W. Crane, whose wife is a sister of Mrs. Clemens. A summer-house has been built for Mr. Clemens within the Crane grounds, on a high peak, which stands six hundred feet above the valley that lies spread out before it. The house is built almost entirely of glass, and is modelled exactly on the plan of a Mississippi steamboat's pilot-house. Here, shut off from all outside communication, Mr. Clemens does the hard work of the year, or rather the confining and engrossing work of writing, which demands continuous application, day after day. The lofty work-room is some distance from the house. He goes to it every morning about half-past eight and stays there until called to dinner by the blowing of a horn about five o'clock. He takes no lunch or noon meal of any sort, and works without eating, while the rules are imperative not to disturb him during this working period. His only recreation is his cigar. He is an inveterate smoker, and smokes constantly while at his work, and, indeed, all the time, from half-past eight in the morning to half-past ten at night, stopping only when at his meals. A cigar lasts him about forty minutes, now that he has reduced to an exact science the art of reducing the weed to ashes. So he smokes from fifteen to twenty cigars every day. Some time ago he was persuaded to stop the practice, and actually went a year and more without tobacco ; but he found himself unable to carry along important work which he undertook, and it was not until after he resumed smoking that he could do it. Since then his faith in his cigar has not wavered. Like other American smokers, Mr. Clemens is unceasing in his search for the really satisfactory cigar at a really satisfactory price, and, first and last, has gathered a good deal of experience in the pursuit. It is related that, having entertained a party of gentlemen one winter evening in Hartford, he gave to each, just before they left the house, one of a new sort of cigar that he was trying to believe was the object of his search. He made each guest light it before starting. The next morning he found all that he had given away lying on the snow beside the pathway across his lawn. Each smoker had

been polite enough to smoke until he got out of the house, but every one on gaining his liberty had yielded to the instinct of self-preservation and tossed the cigar away, forgetting that it would be found there by daylight. The testimony of the next morning was overwhelming, and the verdict against the new brand was accepted.

At Elmira, Mr. Clemens works hard. He puts together there whatever may have been in his thoughts and recorded in his notebooks during the rest of the year. It is his time of completing work begun, and of putting into definite shape what have been suggestions and possibilities. It is not his literary habit, however, to carry one line of work through from beginning to end before taking up the next. Instead of that, he has always a number of schemes and projects going along at the same time, and he follows first one and then another, according as his mood inclines him. Nor do his productions come before the public always as soon as they are completed. He has had one book finished now for five years, and another, his collected library of Humor, has been practically ready for a year. But while the life at Elmira is in the main seclusive and systematically industrious, that at Hartford, to which he returns in September, is full of variety and entertainment. His time is then less restricted, and he gives himself freely to the enjoyment of social life. He entertains many friends, and his hospitable house, seldom without a guest, is one of the literary centres of the city. Mr. Howells is a frequent visitor, as Bayard Taylor used to be. Cable, Aldrich, Henry Irving, and many others of wide reputation, have been entertained there. The next house to Mr. Clemens on the south is Charles Dudley Warner's home, and the next on the east is Mrs. Stowe's, so that the most famous three writers in Hartford live within stone's throw of each other.

At Hartford Mr. Clemens' hours of occupation are less systematized, but he is no idler there. At some times he shuts himself in his working-room and declines to be interrupted on any account, though there are not wanting some among his expert billiard-playing friends to insist that this seclusion is merely to practise uninterrupted while they are otherwise engaged. Certainly he is a skilful player. He keeps a pair of horses, and rides more or less in his carriage, but does not drive, or ride on horseback. He is, however, an adept upon the bicycle. He has made its conquest a study, and has taken, and also experienced, great pains with the work. On his bicycle he travels a great deal, and he is also an indefatigable pedestrian, taking long walks across country, frequently in the company of his friend the Rev. Joseph H. Twichell, at whose church (Congregational) he is a pew-holder and regular attendant. For years past he has been an industrious and extensive reader and student in the broad field of general culture. He has a large library and a real familiarity with it, extending beyond our own language into the literatures of Germany and France. He seems to have been fully conscious of the obligations which the successful opening of his literary career laid upon him, and to have lived up to its opportunities by a conscientious and continuous course of reading and study which supplements the large knowledge of human nature that the vicissitudes of his early life brought with them. His resources are not of the exhaustible sort. He is a member of (among other social organizations) the Monday evening club of Hartford, that

was founded sixteen years ago by the Rev. Dr. Bushnell, Dr. Henry, and Dr. J. Hammond Trumbull, and others, with a membership limited to twenty. The club meets on alternate Monday evenings from October to May in the houses of the members. One person reads a paper and the others then discuss it; and Mr. Clemens' talks there, as well as his darty conversation among friends, amply demonstrate the spontaneity and naturalness of his irrepressible humor.

His inventions are not to be overlooked in any attempt to outline his life and its activities. "Mark Twain's Scrap-book" must be pretty well known by this time, for something like 100,000 copies of it have been sold yearly for eight years or more. As he wanted a scrap-book, and could not find what he wanted, he made one himself, which naturally proved to be just what other people wanted. Similarly, he invented a note-book. It is his habit to record at the moment they occur to him such scenes and ideas as he wishes to preserve. All note-books that he could buy had the vicious habit of opening at the wrong place and distracting attention in that way. So, by a simple contrivance, he arranged one that always opens at the right place; that is, of course, at the page last written upon. Other simple inventions of Mark Twain's include: A vest, which enables the wearer to dispense with suspenders; a shirt, with collars and cuffs attached, which requires neither buttons nor studs; a perpetual-calendar watch-chain, which gives the day of the week, and of the month; and a game whereby people may play historical dates and events upon a board, somewhat after the manner of cribbage, being a game whose office is twofold—to furnish the dates and events, and to impress them permanently upon the memory.

Mark Twain is now with George W. Cable making a general tour of the country, each giving readings from his own works; and they are having crowded houses and most cordial receptions. It is not a new sort of occupation for Mark Twain. Back in the early days before his first book appeared, he delivered lectures in the Pacific States. His powers of elocution are remarkable, and he has long been considered by his friends one of the most satisfactory and enjoyable readers of their acquaintance. His parlor-reading of Shakespeare is described as a masterly performance. He has hitherto refused to undertake any general course of public readings, though very strong inducements have been offered to him to go to the distant English colonies, even as far as Australia. His present tour, which he began early in November, is to cover altogether a period of about five months.

"It is difficult to avoid repeating the fatigued quotation 'Who reads an American book?'" says the *N. Y. Evening Post*, "when one glances through the advertising columns of the leading English literary weeklies, and as one notices the steady yet rapid increase in the number of American books reprinted, or at least republished, in England. Perhaps the *Spectator* is the most abundant and the most kindly in its criticism of American books, but the *Saturday Review* lags not far behind. In the number of this journal dated January 31st there are twelve long book-reviews, of which five are devoted to American publications—four wholly and one almost entirely; and no one of these articles is unfriendly in tone."

THE FAIRY LAND OF SCIENCE.

MISS A. B. DUCKLEY.

(Continued from last issue.)



Ordinary upright barometer.
A, Wood covering cup of mercury.
B, Hole through which air acts.

THIS figure is a picture of the ordinary upright barometer; the cup of mercury in which the tube stands is hidden inside the round piece of wood A, and just at the bottom of this round is a small hole B, through which the air gets to the cup.

But now suppose the atmosphere grows lighter, as it does when it has much damp in it. The barometer will show this at once, because there will be less weight on the mercury in the cup, therefore it will not keep the mercury pushed so high up in the tube. In other words, the mercury in the tube will fall.

Let us suppose that one day the air is so much lighter that it presses down only with a weight of $14\frac{1}{2}$ lbs. to the square inch instead of 15 lbs. Then the mercury would fall to 29 inches, because each inch is equal to the weight of half a pound. Now, when the air is damp and very full of water-vapor is much lighter, and so when the barometer falls we expect rain. Sometimes, however, other causes make the air light, and then, although the barometer is low, no rain comes.

Again, if the air becomes heavier the mercury is pushed up above 30 to 31 inches, and in this way we are able to weigh the invisible air-ocean all over the world, and tell when it grows lighter or heavier. This, then, is the secret of the barometer. We cannot speak of the thermometer to-day, but I should like to warn you in passing that it has nothing to do with the weight of the air, but only with heat, and acts in quite a different way.

And now we have been so long hunting out, testing and weighing our aerial ocean, that scarcely any time is left us to speak of its movements or the pleasant breezes which it makes for us in our country walks. Did you ever try to run races on a very windy day? Ah! then you feel the air strongly enough, how it beats against your face and chest, and blows down your throat so as to take your breath away; and what hard work it is to struggle against it! Stop for a moment and rest, and ask yourself, what is the wind? Why does it blow sometimes one way and sometimes another, and sometimes not at all?

(To be continued.)

Educational Opinion.

PLUTARCH.

BY PROFESSOR HUTTON

(Continued from last issue.)

ROUGHLY speaking there are three subjects on which Plutarch's treatises are in advance of their age and in which they coincide with our own beliefs.

In relation to emotion, Plutarch avoids the Stoic standpoints. He does not call pity the fault of narrow souls, he does not seek to extirpate emotion; he recognizes it as natural and right and only requires that it should be regulated. That is to say he holds a middle position between the Stoics, who denounced all emotion, and the Epicureans who—whatever the personal opinions of Epicurus himself may have been and however blameless his life—discouraged all high aim and learning, and pursued physical repose and ease as the end of life. Against the Stoics all his writings (watered as they are by the general spirit of Greece) constitute a protest; against the Epicureans he has written a special treatise.

In relation to the position of women, Plutarch is far ahead of other Greek writers, though not perhaps ahead of the Roman lawyers of his time. The position of women in Greece had been fairly high in the Homeric age, but from that time onwards had steadily become worse, owing to many reasons; amongst which were the growth of democracy with its intensity of political life, its clubs and factions, its parliaments and law-courts—for none of which things women cared—the growth, again, of city life with its distraction of commerce, no less than politics and last of all the awakening of scientific and literary interests dealt a still further blow to the claims of hearth and home. The women lived in entire seclusion; they were married very young, they had absolutely no education, if they wanted exercise they were permitted to fold clothes, they did what they were told to do without question and without interest, and nothing could have astonished them or their husbands more than to be told that they ought to live a domestic life together. Herodotus bestows especial commendation on a certain Athenian named Callias because he had actually permitted his three daughters to have a voice in the selection of their husbands. Sophocles was so thoroughly unacquainted with any of the forms of feminine perfection, that he created—for his ideal heroine—the famous Antigone, the very beau-ideal of a strong-minded unwomanly woman. But the position of women in Athens can be best illustrated by a scene which occurred during the last few days of the life of Socrates. On one of these days the poor woman who had the misfortune to be Socrates' wife and who if she was—as rumor has said—a shrew, had good reasons for being one, presented herself at

the prison to see him. Finding several friends engaged in conversation, she began, as the historian Plato bitterly remarks, to say such things as women will say, "Oh, Socrates," she said, "this is the last time you will see these friends and they you." "Will some one," observed Socrates, blandly, "remove her?" and they took her out. Socrates, stroking his leg from which the chains had just been removed, began, "What a strange thing is pain and pleasure, how closely they are bound together," and so on through a long philosophical disquisition into which we will not follow him.

Against this blot on Athens Euripides had in some sort protested, and Aristotle had in a rather half-hearted way agreed with Euripides; but one of the first reasonable treatises on the subject is to be found in Plutarch's *Morals*. In particular Plutarch attacks the famous words of Pericles—the most often quoted words of the whole speech—when he pronounced the famous funeral speech, "If I am to say anything of feminine virtue I will signify the whole matter in one sentence, great is your glory, if you do not fall behind the average of your sex and great is her glory who is least spoken of by men for praise or blame." It is quite possible that the words were not intended in a disparaging sense, and they certainly can be satisfactorily explained: but they seem at first sight to be cynical, and most modern writers follow Plutarch in his criticism of them. On this question as upon the question of emotion Plutarch is closer to the feeling of our own time.

Thirdly, in relation to animals Plutarch is conspicuously Greek, is conspicuously humane; he seems to have been something of a naturalist and observes in one passage that the famous words of Pericles, that the love of honor, above all passions never grows old, will apply to ants and bees as well as to men. The fluctuations of popular opinion with regard to cruelty to animals have a curious history connected with them. Plutarch's enlightened ideas are only the natural outcome of the kindly Greek nature. The Athenians had partly no doubt from religious motives—carefully protected the birds which built in the temple caves. When a crafty intriguer on one occasion sought to remove the nests of the sparrows which built in the temple of Apollo at Branchidae, a voice had issued from the shrine, demanding who dared disturb the suppliants of the god, on another occasion even a boy who removed a nest from a temple was put to death for his mingled impiety and hardness of heart. Accordingly when the Romans tried to introduce the wild beast shows and fights, for which Rome was famous, into Athens, an Athenian orator significantly remarked that "they would have to overthrow the altar of pity first, before they could introduce such barbarities into Athens." This was the feeling of Greece;

on the other hand the Romans were utterly callous on the matter. Cicero alone, who was cast in a gentler mould, had no taste for contemplating the agonies of dying elephants. Similar variations can be traced in the feelings of other nations; the Jews who felt strongly the tie which bound them to earth and in whom the hope of immortality, if it burnt at all, asserted itself but feebly, acknowledged readily the brotherhood of all created beings, and the ewe lamb was to the poor man as a daughter. Christianity, on the other hand, by setting a higher value on man, tended inevitably to lessen the dignity of his humble companion. "Does God," says the Apostle, "care for oxen?" Throughout the whole Christian era, with the exception of the age of those ascetics like St. Francis or Antony who lavished upon animals those affections which they had successfully crushed towards their fellow-men, down to the beginning of the present century, it might be doubted whether the brute creation was not worse off than in pagan Greece or Judea. At the beginning of the present century Sir Robert Peel defended cock-fighting and bull-baiting. The change which has come over the spirit of the country is of quite recent date, and has been traced to the exertions of an obscure Irish member, a Mr. Marten, "a man," says Mr. Lecky, with a keen eye for the irony of fate, "generally ridiculed during his life and almost forgotten since his death." Here then, in his solicitude for animals, is another link which spans the gulf of eighteen centuries and binds Plutarch to our own time.

Here then we have some of the modernizing of Plutarch's moral views, in his attitude to emotion, to the position of women, and to the treatment of lower animals, but there is another striking feature in his "Morals" which is not modern but which must not be forgotten. Plutarch has not escaped the tone of self-complacency and conscious virtue which is so disagreeably prominent in the ancient Greek and Roman world; but which, thanks to Christianity, is now not often seen. The good man of the ancient Greek and Roman world was essentially an egotist of whom we may say in the lines written of one who more than any other man caught the classical tone of thought and reproduced this pagan type of excellence, that:—

"Looking as 'twere in a glass
He stroked his chin and sleeked his hair
And said the earth was beautiful."

Or to describe him in the words of his enthusiastic admirer; "The good man of the ancient world is one who is worth a high price and knows it, he is one who will not remain away from a battle unless he can do so without swinging his arm; he is one to whom nothing is of much importance; in his superiority he has a well-judged contempt for others; he does not hurry into danger, because not worth his while; he does not hurry out of danger, because it is not worth while to save

his life, he is ready to confer benefits but too proud to receive them—he scorns to hide his likes or his dislikes and tells every one what he thinks of them; unless he is talking to the vulgar herd, in which case he uses irony for he will not “cast his pearls before swine;” he will express no admiration, for nothing is great in his eye; he does not complain over trifles, for complaint shows exertion; he talks short and talks in a deep voice with a measured utterance, for it is impossible he should be excited where he is not interested in minor things; and impossible that he should betray any vehemence when he utters nothing important, so he will not raise his voice or quicken his step.”—*Demosthenes*.

He writes to his wife “that he finds scarcely an erasure, as in a book well written, in the happiness of his life.” How astonished, how disgusted, says a clever critic, would he have been if he had been told to pray that neither the splendor of anything that was got, nor the concert of anything that was good in him, might withdraw his eyes from regarding himself as a sinner.

When we pass on from Plutarch's philosophy to his theology we discern the same sober judgment and the determination—so characteristic of the Greek mind, to avoid all excesses. Plutarch lived in an age when paganism was still commonly scoffed at by the educated classes; the religious revival led by the Egyptian and mystical schools had not yet made much way. But Plutarch is not tempted to scoff; on the contrary his name among religious circles of pagans was probably best known as that of a pillar of orthodoxy, a philosopher who had written a very ingenious work in support of the inspiration of the pagan oracles. It required some courage at that time to defend the inspiration of the oracles; a hundred years later and no one doubted it, the pagans asserted that they were inspired by the gods, the Christians that they were inspired by demons, and from the fourth century down to the eighteenth, no one disputed their inspiration from the one quarter or the other. Nevertheless the incredulity which has prevailed since the eighteenth century is not really modern and must have been shared by numbers of philosophers before and during the lifetime of Plutarch. Plutarch's defence of the oracles may have been for the orthodox pagans of his acquaintance what Butler's Analogy was for the orthodoxy of the 18th century, “a light in the midst of great darkness.” However, to put aside his work on the oracles, his theology is chiefly remarkable for the success with which it steers between dangerous extremes. It is mild rationalism tempered with mysticism; on the one hand he is rationalistic in so far as he undertakes a vigorous onslaught on superstition and follows or surpasses Plato or Euripides, whom he quotes to that effect, in declaring that unworthy notions of the gods consti-

tute a greater blasphemy than atheism itself, on the other hand he is mystical in so far as he believes in witches and demons and geni and the evil-eye, and in so far as he is a devotee of the Eleusinian mysteries and of an idealistic philosophy which asserts that the soul in the body is like a bird in a cage.

One of Plutarch's arguments against superstition has become famous and is worth quoting. He is arguing that atheism is a lesser evil than superstition. “I would rather” he says “that people should say there is no such person as Plutarch than that they should say, ‘There is one Plutarch, an ill-conditioned fellow who, if you anger him, waylays and beats your children.’” His description of the tone of mind of the primitive and superstitious people is also suggestive and its truth has been confirmed from other sources. The atheist believes there is no God; the superstitious would have none, but he is a believer against his will and would be an infidel if he could. In other words the distinction between primitive and modern feeling is, that a primitive people feel only too certain that there are gods everywhere and often wished there were not, while a modern society is haunted with the thought that there are too few signs of God's presence in the world. “He (the superstitious man) sits him down without doors in sack cloth or wrapped up in rags; yea, many times rolls himself in the mire, repeating over I know not what sins and transgressions of his own, how he did eat this thing and drink that, or went some way prohibited by his genius; or—if the attack is very mild—you will find him in the midst of his house all be-charmed and be-spelled with a parcel of old women about him, hanging whatever spell they can find upon him as upon some nail or peg. The most agreeable things in life are our holidays, temple feasts, initiations, processions, with our public prayers and solemn devotions. Mark, now, the atheist's behavior on these occasions. It is true he laughs at all that is done, with a frantic and sardonic laughter, and now and then whispers to a confidant the Devil is in these people that can imagine God can be taken with their fooleries. This is the worst he says. But look now at the superstitious man, he cannot be easy: he looks pale with a garland on his head, he prays with a flattering tongue, he offers incense with a trembling hand. He baffles the saying of Pythagoras that we are best when we come near the gods, for he is then worst and most pitiable. So that I cannot but wonder at those that charge atheism with impiety and acquit superstition. What could poor Niobe say so dishonoring to Latona as that which superstition makes people believe of Latona?”

Perhaps before we notice the influence which Plutarch has had upon Europe something might be said of the exertions by which he has earned that influence.

He appears to have been the most laborious to collect evidence for his works; he quotes 250 authors altogether, many of whom are now lost, and from his notes of the Gracchi we can see that he had read and compared together the memoirs of Caius Gracchus, the histories of Fannius, Livy, Cornelius Nepos, Polybius and others, particularly the letters of Cornelia to Caius.

In conclusion it is worth while to trace the interest which Plutarch has excited at different times in modern European society. A translation of his Lives into French earned universal popularity in France in the sixteenth century. Henri Quatre writes to Marie de Medicis, his wife, “Vive Dieu, as God liveth, you could not have sent me anything more agreeable than the news of the pleasure you have taken in this reading. Plutarch always delights me with fresh novelty, to love him is to love me for he has been for a long time the instructor of my youth. My good mother, to whom I owe all, and who would I wish, she said, to see her son an illustrious dunce, put this book in my hands when I was almost a child in arms. It has been like my conscience and has whispered in my ear many good suggestions and maxims for my conduct and government of my affairs.” Montaigne in 1589 says, “We dunces had been lost had not this book raised us up out of the mire; it is our breviary:” and so said Montesquieu to the same effect whilst the great Condé listened to Plutarch as he sat in his tent.

This is one period of French history at which Plutarch was universally quoted. The next period is even more interesting: the Gironde swore by Plutarch, the “Lives” were to the circle that met at Madame Roland's a revelation from above. In those Lives they saw or thought they saw that their own ideals were not mere ideals, that they had been realized once and could be realized again; for did not Plutarch describe a time when all men had been Republicans, when all men had been as dignified as even General Lafayette himself could have desired, and when all men had devoted themselves to striking attitudes and to delivering orations which even the deputy Verquand might have envied. It is a curious question how far Charlotte Corday was influenced by the precedents of Brutus and Cassius, or Hamodius and Aristogiton. That there was no analogy whatever between the Republic for which Brutus and Cassius fought and that for which Verquand spoke, never struck the Gironde as they studiouslyaped the dignity of Plutarch's heroes. If any evidence were wanted—says an able writer in the *Saturday Review*—to show the superiority of the Scriptural over the classical view of life it might be derived from a comparison of the self-consciousness and self-complacency of the Gironde with the morose earnestness of the Puritans of the Long Parliament.

TORONTO:

THURSDAY, MARCH 19, 1885.

ON THE TEACHING OF HISTORY.

II.

THE teacher of history in our high schools and collegiate institutes is at a disadvantage compared with his fellow-worker in Germany. In the higher forms of the German gymnasia, forms which correspond with the highest in our secondary schools, the teacher of history has to deal with pupils who have already gone twice over the whole ground of history. Another difference is, that in Germany, history is a distinct department, for which teachers are specially trained, for which they receive a special license or diploma, and to which they give their whole attention; in most towns and cities no one being allowed to teach the subject who has not had this special training, and received this special license.

In Canada it frequently is true that the pupil has never seriously studied history until he is in an upper form preparing for an examination. The subject is made of minor importance in the school timetable, and the teacher, as a rule, has to teach not alone history, but English also, and one or two foreign modern languages. It would be unjust to expect, amid the conditions that obtain in Canadian schools, the excellent results of the German system, but a knowledge of our deficiencies is often a determining influence in remedying them.

For the successful teaching of his subject the Canadian instructor must put himself as nearly as possible on the level of the German specialist. If he is so fortunate as to have nothing but history to teach, then his first work will be to saturate his mind with his subject. A familiarity with the text books ought by no means to satisfy him. The particular epochs which are to be studied by his classes should be known to him by wide and varied reading—not only of the masterpieces of historical work, but also of appropriate memoirs, biographies, letters, fiction, and poetry, which will illuminate, and inform with reality and life the skeleton of knowledge the text book affords.

For example, if a teacher of history wishes to have a special knowledge of that most important and interesting period of

English history comprising the slow and fitful progress of political institutions from the monarchical despotism of the first James, to the triumph of parliamentary government, marked by the "abdication" of the second James, he should not content himself with his text books; nor even with Macaulay's glowing pages, though, perhaps, to these he would first turn. The later volumes of Hume will change many of the impressions of his earlier reading, and furnish him ample opportunity for critical work in the inaccuracies with which it abounds. Lingard's closing volumes will give him the new impression which an opposite standpoint affords for every picture. Ranke's middle volumes will give him the impression which an impartial and able foreigner gathers. Gardiner's complete and masterly work will enable him to verify his facts and opinions by an authority that is scarcely to be questioned. Clarendon's history will spread before him a picture of the period as it looked to one who was at once an eyewitness of many of its great events, and a leading actor in them. Bisset's *History of the Commonwealth* will present him with a treatment of the Parliamentary side of the great struggle. To Guizot's unfinished work he will turn for what is, perhaps, the most impartial account of the Cromwellian régime yet written. Charles James Fox's *James II*, and Sir James Mackintosh's *Revolution* will bring him to the close of the period. Hallam, for whom there is no substitute, will, of course, gather up for him into a few terse statements the constitutional changes that took so many years of statesmanship and war to effect. Carlyle's *Cromwell* will light up the whole epoch as only the torch of genius can do. Forster's *The Irre Members*, Goldwin Smith's *Three English Statesmen*, and Macaulay's *Hampden and Temple*, are minor treatments extremely useful to those who have not leisure for more extensive studies. Miss Cooper's *Stratford*, Forster's *Sir John Eliot*, and Masson's *Milton* are, perhaps, the most useful biographies to illustrate from personal standpoints this wonderful era. The diaries of Pepys and Evelyn give minute pictures of society in the latter part of the period. There are, so far as we know, few works of fiction belonging to this epoch; though some of Scott's come close to it. Browning's *Stratford*, one or two of his poems, three or four of Macaulay's ballads, and one or two of Præd's, all of which are so well

known we need not quote their titles, will give poetic color to what has been gained from prose.

We have here indicated a course of reading appropriate to one period of English history; other epochs may not require so much study, but for each an interesting and instructive course may be easily drawn up. We do not intend to convey the impression that all these books are to be read before the work of teaching actually commences; but we think the enthusiastic teacher should be continually adding to his store of historic facts and historic truths by some such course of study as that here described. He will mark out each term what he is to do for himself in this way, and will not let his purpose be thwarted by trifles. In a short time his mind will become so informed as to all the leading facts of the historic period he is engaged in mastering that his critical faculty will have much more employment than his memory. Until this point is reached he will gain much good from the preparation of chronological sequences of events, arranged by topics in parallel columns. These may be made fuller, as the extent of his reading increases. Devices by which he can map out for himself the facts of history so as to show their development and interaction, will occur to his mind or may be invented. He should not follow any model, but contrariwise be as original and independent in his methods as possible; in this way only can he gain strength of mental grasp. When this grasp has been obtained, his critical faculty should be employed on the elucidation of points which the text books leave obscure, and which it is important to have cleared up. He should, also, for himself, undertake and persist in the treatment, from his own wider knowledge, of topics which he contemporaneously assigns to his pupils. In this way his mind will be always fresh from the same work in which his pupils are engaged. His teaching will have a vigor, a directness, a practicalness, a luminosity, and a breadth of scope, impossible to one whose only sources of information are his pupils' texts, or to one whose work is confined to mere reading.

If, as in the majority of our Canadian schools, where the teacher has to be an intellectual jack-of-all-trades, such special preparation as we have indicated be impossible, what is the next best thing? Certainly, it is preparation equally special

as far as it goes, and equally rigid in its requirement of written work on the part of the teacher,—first, to fix the facts of history well in his mind; second, to secure soundness of judgment, exactness of opinion, and lucidity of statement in his daily lessons.

The work of preparation in history teaching described here is what every one can accomplish to some degree, either great or less. The thoroughness of the preparation need necessarily depend on but one circumstance: the measure of freedom from other occupation; for works of reference, especially in history, are so accessible that no one need be hindered on their account.

But there are things necessary for the study and teaching of history not easily accessible. History is written with information gained from the study of original records, papers, books, letters, agreements, pictures, coins, maps, and so on. The scientific study of history, as we pointed out in our first paper, is pursued entirely by means of these, or by means of authentic copies or accounts of these. Now, it is essential that pupils understand this. To have them feel that what Greene, or Macaulay, or even Guizot or Gardiner may say, on an historical event, is not necessarily to be accepted as true without verification, is a great matter; and it is a more important matter to have them understand what are the materials from which great histories are made. These materials, or even copies of them, so far as English history is concerned, are nearly unattainable in Canada, but nearly every teacher has an opportunity of gathering some few for himself. A book, or pamphlet, or letter, or coin or map, contemporaneous with an event, from its very concreteness, will make real and life-like what was before mere matter of memory or imagination. Especially should the teacher of history avail himself of maps illustrating as far as possible, every political and social movement and development. These should ever be present with both pupil and teacher in their work. And every other possible device for giving reality to historic studies should constantly be employed.

In our next we shall speak of the work of direct teaching.

A FRENCH journal "notes with satisfaction" that the theatres are open on Sunday in San Francisco, Cincinnati, St. Louis, New Orleans and Chicago.

BOOK REVIEW.

A Critique of Cardinal Newman's Exposition of the Illative Sense, Embodied in a Letter to Archbishop Lynch. by T. Arnold Haultain, M.A. Toronto: Williamson & Co.

If we wish to gain strength either in physical or mental exercises, it is a good thing to contend with those stronger than ourselves. Mr. Haultain, with courage and ability, enters the lists against one of the most vigorous writers and skilful logicians of the age. As a master of style, and as a dialectician, Cardinal Newman has few equals. Bearing this in mind Mr. Haultain's pamphlet does him no little credit. In the compass of twenty-two pages he very fairly states, and quite vigorously combats the Cardinal's positions and arguments in regard to the existence, nature, and claims of the "Illative Sense."

In regard to the literary style of the pamphlet there is not much to find fault with, though careful criticism might be able to point out some defects. Some of the sentences seem a little awkward, as, for example, two sentences at the top of page 11. The expression "obnoxious to discredit," near the top of page 19, sounds a little harsh. To find three such great words as, "contemptuousness," "multifariousness," and "prejudication" in a dozen lines at the top of page 20 is slightly curious.

Looking at the argument of the pamphlet we find that Mr. Haultain states the doctrine of the "Illative Sense" in the Cardinal's own words. It is a faculty of the mind upon which we must often fall back in regard "to influences in concrete matters." The sphere of its exercise transcends "logical processes," and it determines for us what mere formal reasoning cannot deal with.

Against this doctrine Mr. Haultain raises three main objections. First, the doctrine is antecedently improbable, inasmuch as it transcends logical processes or reasonings; and even if it does exist it is exceedingly difficult of proof. Second, since it is neither divine illumination, nor logical second sight, nor anticipation, it has no means of making good its high claim. Third, the ordinary logical methods are fitted to secure greater confidence in our conclusions than the exercise of the "Illative Sense," for it is, indeed, naught but an *ignis fatuus*.

It is not quite clear to us that Mr. Haultain has fully made out his case. The force of his argument might have been more evident if he had pointed out more clearly the meaning he attaches to the term "logical processes." Indeed, in the whole discussion on a topic like this, much depends on the sense in which we take the term just mentioned. There are the processes of *mediate* and *immediate* inference, and there are the *manipulative* and *reflective* methods of reasoning. There is, we think, some obscurity in the pamphlet on account of the absence of some definition of the terms used.

Mr. Haultain makes it plain, however, that the Cardinal is at least unfortunate in the term he uses when he calls this faculty a sense. He also shows, we think, that some of the analogies used by the prelate are quite insufficient to establish the doctrine. He further enables us to see that some of the applications of the doctrine are not valid. That he has succeeded in establishing the position that there is no such faculty as that which the Car-

dinal asserts, can only be admitted on the supposition that all our knowledge is covered by, and limited to, "logical processes." This position in its extreme form would virtually amount to a denial of the reality of an intuitive element in our knowledge; and this is a position which would destroy the very basis of knowledge, and throw us on purely empirical ground. Even in logical processes, properly so called, we must have a starting point which lies beyond the mere process itself. In deductive reasoning the *correctness* of the logical process is independent of the truth of the premises, but the *truth* of the conclusion depends on the truth of the premises. This latter is not based upon the logical process in question, but must be established independently of that process. In inductive reasoning we deal with *facts* which are *given* us, and we proceed to discover the laws of their co-existence or succession. The validity of the inductive process in itself is not conditioned upon the reality of the facts under observation, but the soundness of the conclusion or law depends on the reality of these facts. In regard to the mind, likewise, there are certain fundamental conditions of thought which must be taken for granted; these, we believe, have a place both in the mental and moral sphere. That this is the truth, but partly grasped by the Cardinal, is not at all unlikely. That Mr. Haultain intends to deny this intuitive doctrine is scarcely probable. When, however, the Cardinal compares the "Illative Sense" to "taste" in the fine arts, he gives it a subjectivity which at least distorts the doctrine. The comparison to *pietism* is better. The intuitive element, while subjective as belonging to the mind, is also objective, inasmuch as it has universal validity. If Mr. Haultain intends to combat this doctrine, properly understood, he has only failed where success was impossible.

F. R. B.

"AMERICAN editors," says "Lounger" in the *Critic*, "who have been quoting freely from the article on Charles Dickens, by his daughter, which appeared in the January *Cornehill*, may be interested in learning that it was written for and published in the *Youth's Companion*, of Boston, a year ago. But as the latter paper has a circulation of only about 350,000 copies, it is not surprising that the article should have been overlooked when it first appeared!"

AN interesting reminiscence of Colonel Burnaby appears in the *London Publishers' Circular*. He was, it seems, rather fidgety in the matter of proofs, and was in a state of feverish impatience until he got them. On one occasion when a slight inelegancy of style was pointed out to him he wrote: "You are probably right about the repetition . . . I write as I talk, and do not pretend to have any style. You are not the only person who has remarked about the repetition of the word. I have let two or three people look at the proofs. They are not connected with the press, but are average mortals—I call them my Foolometers. They like the book. I think they represent the majority of the reading public." For *On Horseback through Asia Minor*, Sampson Low paid as a first instalment \$12,500. Both this and the *Ride to Khiva* had a great success, and passed through many editions.

Special Papers.

ENGLISH LITERATURE IN THE PUBLIC SCHOOL.

In beginning this series of articles on the English literature prescribed for the high school entrance examination, I wish to say that each paper will be brief and, if possible, practical. Two papers of a general character will appear first, and will be followed by others dealing particularly with the prescribed extracts. An option in the choice of Readers is allowed by the Department of Education, but the selections from the Fourth Ontario Reader will alone be considered, since this book is, perhaps, most commonly used in the schools of the Province. It is hoped that the papers may help the teacher in his effort to make his literature class interesting and profitable; they are not intended to take his place. They will be suggestive, and only suggestive, as they are not designed to encourage the idea, too common in many schools, that the study of literature is synonymous with learning, by rote, page after page of printed notes. It will be well for teachers of such schools to learn by rote the idea expressed in the following words of the greatest living master of English prose: "You will discover that the thoughts even of the wisest are only pertinent questions."

The promise to endeavor to be practical, may, perhaps, to many seem broken in this the first article, because it deals with a subject not often considered by the young—or even the old—teacher, when working for or with his class in English literature. Confident, however, that the matter is most practical, I shall in as few words as possible call attention to what may rightly be considered the principal qualification requisite in teaching the subject. For something is needed besides a wide and varied knowledge of literary facts, or a mind trained by discipline to use these facts. Even these two qualifications together, advantageous as they are, do not wholly make the successful teacher. Certificates, professional or non-professional, do not certify to ability to teach literature, or in fact any subject. For true teaching is always marked by earnestness, and that of a certain character. The energy and push resulting from an expected increase in salary or reputation may bear good fruit in some ways—such as in preparing students for examinations—but not the best fruit nor in the best ways, for sooner or later the motive must be discovered, the words of Emerson being in this case true: "That which we are we shall teach not voluntarily, but involuntarily. Thoughts come into our minds through avenues which we never left open, and thoughts go out of our mind through avenues which we never voluntarily opened. Character teaches over our head." When the causes of such earnestness have been perceived, the students either become disgusted and the teacher loses his influence, or, what is more frequent and more lamentable, follow in his footsteps and regard their studies only as a means to pass an examination or to accomplish some more selfish purpose.

But the true teacher is earnest because he loves his work, and he loves his work because he sees its possibilities. When he looks into the faces of his pupils he sees not machines of stick or slabs of dull cold marble, but divine existences with wondrous

capabilities and passionate affections easily influenced for good or evil. He thinks about the possible future, he realizes his influence upon it, he determines not to mar it, but rather if possible to render it beautiful. Looking away beyond the school-room, and thinking of the never-ending struggle of their life, he does his best to prepare them for it, not only by filling their minds with knowledge, not only by training and disciplining their mental powers to use this knowledge aright, but chiefly by inspiring them with a strong-hearted zeal to live earnestly, nobly, and well. He teaches, perhaps unconsciously, that there is something more in life than the amassing of money, the building up of a reputation, or even the becoming learned. For riches, fame and knowledge are, he perceives, but means—not always necessary—to a great end, a well-lived life. Carlyle's gospel—whether old or new—"Learn your work and do it," is by him constantly taught. By degrees his pupils come to realize that "it is not all of life to live, that

"We live in deeds not years; in thoughts not breaths;

"In feelings not in figures on a dial.

"We should count time by heart-throbs. He most lives

"Who thinks most, feels the noblest, acts the best."

and best of all, that "he that loseth his life shall find it." Such a teacher lives indeed, for day by day his life is better understood. Conscious that he must himself be what he wishes others to become, he continually aspires to better things, he is at continual warfare with what within him he knows is base or selfish or impure. More and more increases his appreciation of what is beautiful in any of the works of God or man. He enters into the great spirit or idea of existence; he becomes a "teacher sent from God." No wonder that literature delights him, dealing as it does with the noblest thoughts of man; no wonder that the boys and girls love to hear his voice in question or reply.

These words have not been written for show. They may seem mere sentiment, but sentiment has a powerful influence for good; it includes a love of truth, of man and God. It must be remembered, as we read in the last number of the WEEKLY, that "an action and not a thought is the end of life," that "conviction is useless till it be converted into action." Our boys and girls must be taught not only how to live, but also "to choose the better part." In many cases our schools do harm, because they develop powers only to be used in evil cause.

Teacher, does your heart lack earnestness, enter at once into the spirit of life; determine to be unselfish. Look upon the wonderful works of creation. If you see no beauty, be sure the fault is yours. Look more closely upon the sunset and the dew-drop, the mountain and the lake, the rainbow and the cloud. You will feel your heart new-opened. You will see that all around you exists for a purpose. You will begin to understand that you too have your work. You will endeavor to do it well. When God reveals himself to you in any way do not shut your eyes to the revelation; accept His truth and you will feel your heart expanding, your love of truth in every form increasing, your desire to be useful more and more possessing you. Let it be your constant effort to enter into the mystery of life. Be influenced by the words of an earnest man when he writes:—

"There are problems which we may put

aside for a time, aye, which we must put aside while engaged each in our own hard struggle for life, but which will recur for all that, and which, whenever they do recur, will affect us more deeply than we like to confess to others, or even to ourselves. It is true that with us one day only out of seven is set apart for rest and meditation, and for the consideration of what the Greeks called "tà mégista"—the greatest things. It is true that the seventh day is passed by many of us in mere church-going routine, or in thoughtless rest. But whether on week-days or on Sundays, whether in youth or in old age, there are moments, rare though they be, yet for all that the most critical moments of our life, when the old, simple questions of humanity return to us in all their intensity, and we ask ourselves: What are we? What is this life on earth meant for? Are we to have no rest here, but to be always toiling and building up our own happiness out of the ruins of the happiness of our neighbors? And when we have made our home on earth as comfortable as it can be made with steam and gas and electricity, are we really so much happier than the Hindu in his primitive homestead?

"We point with inward satisfaction to what we and our ancestors have achieved by hard work, in founding a family or a business, a town or a State. We point to the marvels of what we call civilization—our splendid cities, our highroads and bridges, our ships, our railways, our telegraphs, our electric light, our pictures, our statues, our music, our theatres. We imagine that we have made life on earth quite perfect; in some cases so perfect that we are almost sorry to leave it again. But the lesson which both Brahmins and Buddhists are never tired of teaching is that this life is but a journey from one village to another, and not a resting-place."

Once see the worthlessness of the race for gold and place, and you are safe. Do not be discouraged at your apparent inability to perform your work, for, as Shakespeare puts it, the very possession of powers proves that they must be used:—

"What is man
If his chief good and market of his time
Be but to sleep and feed? A beast, no more.
Sure, He that made us with such large discourse,
Looking before and after, gave us not
That capability and God-like reason
To rust in us unused."

Use your capability and God-like reason in every act of life. Remember that your appreciation of the sublime and beautiful in nature and in art must grow—and grow slowly—from a small beginning. Rome was not built in a day, and it will take time to learn to love and estimate aright the thoughts of our English authors. It may be that you will never fully understand them—you can never fully enjoy them,—but for all this remember well that

"Poets are all who love, who feel great truths,
And tell them: and the truth of truths is love."

The rapidity of your progress in literary taste, refinement and judgment will be proportionate to your realization of these lines. The pursuit of wealth is inconsistent with a true appreciation of beauty. Between two stools you fall to the ground. Be true to your better self, and you may teach others the way of life.

W. H. HUSTON.

Pickering College, March 14, 1885.

Mathematics.

The High School.

PAPERS IN FACTORING. I

1. $(a+x)^2 + (a+x)^2 a + (a+x) a^2$.
2. $ax^3 + by^3 - acy^3 - bca^3$.
3. $21a^3 - 28a^2b - 15ab^2 + 20b^3$.
4. $x^{12} + 20x^6y^6 + 75y^{12}$.
5. $(x^2 - 4x)^2 - 18(x^2 - 4x) + 80$.
6. $(x^2 - 4x)^2 - 7(x^2 - 4x) + 12$.
7. $(a^2 + 2a)^2 - 11(a^2 + 2a) + 24$.
8. $(a^2 + b^2)^2 + 4(a^2 + b^2) a^2 - 10a^4$.
9. $(x^2 + 3x)^2 - 2(x^2 + 3x) - 8$.
10. $(x^2 + 5xy)^2 - 18(x^2 + 5xy)^2 - 14xy^2$.
11. $(x^2 + 6xy)^2 + 18(x^2 + 6xy)^2 - 81x^4$.
12. $(a-b-c)^2 + 2(a+b-c)c + c^2$.
13. $(a+b)^2 - 2(a+b)(a-b) + (a-b)^2$.
14. $a^4x^4 - \frac{1}{2}a^2x^2y^4 - \frac{1}{2}y^4x^2$.
15. $8a^2 + 22a + 9$.
16. $3(x+y)^2 + 5(x+y) - 22$.
17. $2(a+b)^2 + a + b$.
18. $4 \left\{ 2(x^2 + 3)^2 + 3 \left\{ \frac{1}{2} + 28(x^2 + 3) \right\} 2(x^2 + 3)^2 + 3 \right\} 275(x^2 + 3)^2$.

THE SIGNS +, -, x, ÷.

N. NEWBY.

From the Indiana School Journal.

1. In finding the sum of several numbers whose symbols are connected by + and -, it is immaterial in what order the combinations be made. The numbers may be combined in succession from first to last, from last to first, or the positives may be grouped into one sum, the negatives into another, and these two sums combined for the ultimate result.

2. It is generally agreed that the sign x or ÷ takes precedence over + or -; thus 3 + 4 x 2 = 11. Also 8 - 6 ÷ 2 = 5, etc.

3. It is not generally agreed, however, in what order the processes indicated by x and ÷ shall be performed when + or - does not intervene. Writers on the subject are not agreed upon the result indicated by 12 ÷ 2 x 3. Some announce the result to be 18, while others assert that it is 2.

4. In Algebra two letters (symbols of quantity) written with no sign between them, as ab, are viewed as representing a product of which each of the letters is a factor; i. e., the sign x is understood between them. a + b and ab are virtually considered as identical expressions. a x b = ab, therefore, identical in signification with ab; and hence 8 x 6 = 3 x 8 = 3 x 16. For the same reason a ÷ b x c is identical in signification with a ÷ bc; and hence 16 ÷ 2 x 4 = 16 ÷ 8 = 2. Reasoning from the general (algebraical) interpretation to the particular (arithmetical), the sign x is found to take precedence over ÷.

"That harmless drudge" the dictionary-maker, says *The Athenaeum*, seems to come in for a share of reward in Turkey. The Sultan has raised to the first rank second class Sami Bey, author of the *Namus-i-Fransesi*, the new Turkish-French dictionary, and at the same time the new medal of merit, the *Istikhar*, was conferred. The printer, an Armenian, has received honorary precedence of second rank second class.

QUESTIONS ON THE LADY OF THE LAKE.

I. To what literary period does Sir Walter Scott belong?

II. Explain what is meant by the term "School of Romantic Poetry."

III. Name the contemporary writers of the age of Scott.

IV. Who among Scott's literary brethren became distinguished both in prose and poetry?

V. Speaking of this period a writer says: "The reaction from the correct and artificial school of poetry was now complete." Name three poets prior to Scott who contributed to the completion of this reaction.

VI. Explain the term "Artificial school of Poetry" and name an English poet who is generally placed at its head.

VII. Sketch Scott's early education.

VIII. How do you account for his great legendary lore?

IX. Into what classes are his literary works divided?

X. Why are his novels known as the Waverley Novels?

XI. Name Scott's principal poems with the date of their publication.

XII. Scott was great in poetry, great in prose, great in character, and—great also in misfortune. Explain his greatness in misfortune.

XIII. What constitutes the peculiar charm of the Lady of The Lake as a poem?

XIV. In what respect is it inferior to Marmion and the Lay of the Last Minstrel?

XV. Scott himself remarks: "The force on the Lady of The Lake is thrown on incident." Of what canto is this particularly true?

XVI. Which of Scott's works exhibits most successfully the great versatility of his powers?

XVII. Quote passages from the Lay of the Last Minstrel, Marmion, and the Lady of The Lake, to illustrate Scott's power of description.

XVIII. How do you account for the vast popularity of Scott's poems?

XIX. Give the date of the publication of Scott's chief works.

XX. A literary critic says: "What one expects from a poem as distinguished from a romance—even though the poem incorporates a story—is that it should not rest for its chief interest on the mere development of the story; but rather that the narrative should be quite subordinate to that insight into the deeper side of life and manners, in expressing which poetry has so great an advantage over prose." How far does the Lady of The Lake satisfy these requirements?

XXI. Which of Scott's poems do you consider the greatest? Why?

XXII. Name his most popular poem, giving reasons for its popularity.

J. H. De Haven

RODERICK'S VINDICATION.

CANTO V.—7.

I. "The Gael beheld him grim the while." Does *grim* belong to *Gael* or to *him*?

II. "Disdainful." "When the accent is

on the second syllable the *r* in this inseparable preposition will be either hissing or buzzing; according to the nature of the consecutive letter."

Explain this statement (orthoepist, page 53), and apply it to "disdainful."

III. "Answered," "Claymore," "fortress." State the radical meaning.

IV. "Yonder mountain." Accurately describe its location.

V. What is poetical in the form or collection of these expressions: *Yonder mountain high. Where dwell we now? These shingles dry. Your sires of yore.*

VI. "The Gael" (line 1). "The Gael" (line 31). What difference?

VII. "Send delighted eye." What figure?

VIII. "Far to the south and east." What city lay in this direction?

IX. State the meaning of *gay, rest, shingles, target, pent.*

X. "Deep waving fields." Is it "deep fields" or "deep-waving"?

XI. "Softened vale." One young student refers "softened" to the color of the "vale"; another refers it to the declivity of the "vale"; still another refers it to the "soft" pasture of the "vale." Which, if any, is correct?

XII. "With iron hand." Make this a simile.

XIII. "Rudely swell." Explain "rudely."

XIV. "Fell o'er fell." What is a "fell"? What is meant by calling "fell" a "local" word?

XV. "Savage hill." Explain the epithet.

XVI. "Household bread." Is the attribute otiose? If not, what is its bearing?

XVII. "Claymore." How has the rhythm affected the accent?

XVIII. "This fortress of the North." Why has North a capital letter. (See above, "south" and "east.")

XIX. "He will not sally forth." "The Gael shall redeem his share." Remark on the use of *will* and of *shall*.

XX. "To spoil the spoiler as we may." Does *may* here imply "permission"?

XXI. "Ay." The poet sounds this—*i.* What say nearly all lexicographers? What two words—*"aye"?*

XXII. "By my soul." What was the original force of this oath?

XXIII. "Ten thousand herds." Is this *hyperbole* or *metonymy*?

XXIV. "Yon river's maze." Compare Goldsmith's "the mirthful maze."

XXV. "Redeem his share." What does the verb imply?

XXVI. "Bold." In what sense?

XXVII. "Field and fold." Give other examples of alliterative pairs. When did this "artful aid" of the poets come into vogue in English?

XXVIII. "Retribution true." Give synonyms of "true."

XXIX. "Roderick Dhu." Why have we *Roderick* in the Boat Song of C. II.? What means *Dhu*?

XXX. Why are Roderick's words within single *guillemets*, but the reply of the mountain within double *guillemets*?

XXXI. Roderick vindicates himself in relation to what other charges besides that of "foul foray"?

XXXII. On the *denouement* who is the Saxon of this dialogue?

XXXIII. "The Lady of The Lake." Name the "Lady" and the "Lake."

A. W. Wetmore

The Public School.

THE RECITATION—HOW SHOULD IT BE CONDUCTED?

BY FRANK B. F. LORR, BOSTON.

NOT by the Chinese or mechanical method, in which the book is exclusively followed and no attention paid to the meaning of the words memorized; nor by lectures, in which the pupil is merely the recipient of oral instruction, and is crammed with knowledge which is often not digested, and is therefore profitless. But rather by such a happy combination of the two as shall secure a proper study of the text-book by the student, the supplementing of necessary and interesting information by the teacher; and last, though not least, the training of the pupil's mind for original investigations. The following suggestions, it is hoped, may help some young teachers to a discovery of the best method.

Let me first call attention to some conditions, which, though necessary to a successful recitation, are often disregarded:

PRELIMINARY CONDITIONS.

1. The attention of every pupil should be secured from the start. A large class will require a little time to be seated and become quiet, but it will be a saving of time, in the end, for the teacher to wait until there is perfect order. Attention and order must be maintained throughout. This can be accomplished by various means, such as requiring an inattentive scholar to repeat what was just recited by another; by not following any regular order of recitation; by separating mischievous pupils; and most of all, by the personality of an enthusiastic teacher.

2. No book should be brought to the recitation-table, unless indispensable. Readers, of course, they must have; but grammars and arithmetics can often be dispensed with, by writing upon the blackboard the sentence to be parsed and the problems to be solved; and as for the spelling-books, geographies, histories and the like, it is seldom that they can be of any use there, except to keep the teachers on the *qui vive* to prevent the scholars from peeping into them. Yet, in how many schools are classes hindered thus, day after day, for want of a little common sense.

3. Scholars should not be permitted to assist each other during the recitation. If allowed to do so the lazy ones will study very, very little, but depend upon their neighbors to help them through. It is an evil patent to every one, which it would seem superfluous to mention were it not a deplorable fact that it is difficult to correct, and therefore tolerated in too many schools. The proper remedy would be to punish the prompter.

4. Not a few teachers always begin at a certain end of the class, and call on each member in regular succession, or call out their names alphabetically, or fall on some other equally plain plan, so that the pupils, at length noticing it, will count their chances of escaping the difficult parts of the lesson. Many boys and girls look upon the teacher as their natural enemy, and hence suffer no qualms of conscience if they can thus outwit him. Sometimes I would have one recite the whole lesson, and put a question or two to each of the others; at other times I would divide it equally among all. The safer plan would be to have each recite the whole lesson; but this is impracticable, except

where the tasks are short and the class small. Every expedient should be employed to make every one rely upon himself.

5. Insist upon having graceful and natural attitudes. The position of the pupils is, perhaps, more neglected than anything else connected with their education. While the mind is disciplined and strengthened with tireless assiduity, the body, upon whose health depend the use and duration upon earth of the former, is left to take care of itself. In the school-room children frequently acquire unhealthy physical habits, which cause much suffering in mature years. Some distort their faces and shrug their shoulders in painful efforts to recite. Sometimes a whole school is characterized by one such peculiarity. Pupils should be advised not only concerning their out-door exercises, but also in regard to their in-door attitudes. They should stand and sit erect, as God created them. Negligence of this simple precaution has resulted in curvature of the spine, and in lung diseases. The ancients laid too much stress on physical training, and consequently produced more athletes than philosophers. We, of modern times, go to the other extreme, and train many intellectual giants who are physical pigmies.—*New England Journal of Education*.

MAX O'RELL writes to the *Critic* thus:—

It has been my sad lot to see no fewer than four execrable American translations of my last book, "Les Filles de John Bull,"—translations that a third-form boy would be ashamed of.

I do not wish to say anything on the subject of the laws of copyright as they exist at present; but, in the name of fair play, I must protest against such execrable travesties of my book being sold as translations.

To find that no royalty was due to me for American copies was bad enough; but to be robbed of the little reputation for lightness of style to which the originals owed a great part of their success in France is really a little more than was deserved by

Your obedient servant,

MAX O'RELL.

LONDON, Feb. 11, 1885.

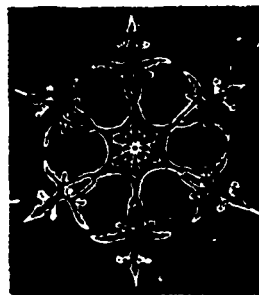
J. O. W. sends to "The Lounger" of the *Critic* this paragraph. "In the book-store of Walford Brothers, in the Strand, I found the first volume of Bunsen's famous work, 'Egypt's Place in Universal History,' with the following manuscript note on the title-page: 'Thrown out with other rubbish, J. Ruskin, Brantwood, 3rd April, 1880.' Among other memoranda was the exclamation on the margin of the page dedicated to Niebuhr's memory. 'What? You assured ass—you!' And the face of the Sphinx—the frontispiece—was crossed with ink, the words 'Portrait of the author' being written above it. These annotations were all in Ruskin's autograph."

A NEW museum is about to be added to the other attractions of the French capital. M. Guimet has presented to the state the valuable collection which he has devoted years of travel to acquiring. It consists chiefly of objects used in religious worship in the different countries of Asia, and by the African and Indian tribes. The collection is of vast extent, and is said to be unique in the world. It includes specimens of almost every variety of eastern pottery and porcelain. A special library goes with it, consisting of manuscripts and printed works referring to the various pagan religions.

SNO WFLAKES.

WE choose a cold, quiet day, clothe ourselves in dark coat or jacket that we may define more clearly the outline of our *subjects* and venture out for a short study of one of nature's simplest yet most wonderful productions. Around us the forces of nature are quietly and mysteriously at work. There float about us myriads of airy, feathery, flakes that poise themselves and move so gracefully that we imagine them to be possessed of wings—and such they have, wings, all wings, nothing but white downy wings. Whence have they come? What fairy fingers have shaped them into visible forms? Like self-created little spirits they seem to have suddenly appeared out of the unseen world, for a moment to flash in the enjoyment of a brief sparkle ere returning whence they came.

We will take advantage of this brief transient existence, catch a few flakes on our dark sleeve, and take a close survey of the delicate and changeful captives. Ere they fade away their outlines are observed and we quickly make a sketch of the most perfect for us. Here they are:



Day after day let us make our observations, sketch the outlines in exact form and size, preserve the record, and we can thus start ourselves on a scientific research as profound as any other in the realm of nature, requiring no apparatus and having material in plentiful supply. Our study will become more inter-

esting if we remember that the laws that made the snowflake are the laws that made the world, and the mystery of the little is as deep as the mystery of the great.

It is quite possible that in our observations we have never observed anything resembling the few flakes before us. They are not shapeless masses, but on comparison are seen to be arranged on a regular definite plan. All the flakes are not exactly alike, but in one particular the resemblance is perfect. This resemblance we may term, for the sake of simplicity, the *sixness* of the arrangement. The flakes are stars, six-rayed, modified and decorated, but all possessing a uniformity and regularity calling up in our minds the figure of a regular hexagon. In the accompanying sketch we have represented a few of the most common forms, and from it the uniform plan can be observed. Each flake would exactly fit into a regular hexagon touching the six angles with the tips of the rays or axes. The flake is a compound form made by joining together smaller particles which are all six-sided. Since the particles are six-sided, if we were to join together side to side any number of such particles the resulting mass would be six-rayed or hexagonal in outline, in fact it would be a flake resembling one of the forms observed. Since we can join together these particles in innumerable ways we can form an innumerable variety of forms—over one thousand different forms have already been observed and sketched. It necessarily follows that the angles resulting from all such arrangements will be 60° and 120° . Starting with this as a basis thousands of imaginary but possible forms may be sketched with chalk or pencil, one other thing being regarded, viz., symmetry of form.

This regular and symmetrical formation of flakes, or of any solid, is termed crystallization, and each little hexagonal or six-sided particle is called a crystal. The solid piece of little ice forming the flake has resulted from the freezing of the water-vapor of the atmosphere. The water has evaporated and is in the form of gas or vapor; the cooling of the atmosphere has frozen the fine particles of vapor, but, in freezing, the invisible power has so controlled the action that every piece of solid ice is formed on the same plan. They are all moulded, as it were, by the same six-sided mould. I imagine the vapor to be a mass of disorganized soldiers, the word is given, and at once the whole body of men fall into rank and form solid six-sided groups. There is order and arrangement everywhere and every group presents the same definite invincible front—these are the crystals. Another order, and these groups move together and arrange themselves in larger bodies—these are the flakes. From the fact that all the flakes and crystals are six-sided we might be led to conclude that water will always crystallize thus, and we should be correct; water crystallizes always on this same six-sided plan and hence its crystallization is said to be hexagonal. A crystal may be defined to be a *solid bounded by plane surfaces that are harmoniously disposed to one another.*

To this interesting subject of crystals and crystal formation we may again refer: for the present we must hasten. One thing, however, must be carefully noted, and that is, the formation of clear perfect crystals will occur only on a quiet day. The observation and classification of snow crystals is adapted to the present time of the year and the study will prove not only interesting but may also

be the introduction to a fascinating line of work. Make daily observations, as above suggested, note carefully the nature of every snowstorm, the direction and force of the wind, the appearance of the sky and clouds, the general appearance of the atmosphere, its dampness or dryness, the origin, progress and end of the storm, and from all these facts carefully noted down see whether you can determine any causes affecting the peculiar shape of the flakes. Something in the atmosphere must influence the formation of flakes. Only three things are concerned directly, the moisture from which the snow crystals are made, the cold which causes them, and the atmosphere in which they are formed. Observe whether you can determine any relationship existing among these three that tends to cause the flake to assume definite outlines. Problems of this kind are too often overlooked by the great scientists, and it may be that some young teacher or student with a pair of observing eyes, a careful attention and an ambitious zeal, may be able to give some hint towards the solution of the great question. It is worthy of a trial; therefore try it and persevere.

To but one other characteristic have we space here to refer, and that is the color of the flake. Simple enough you say, since it is always white, monotonously white. However we may stop here a moment. The snowflake is made up of little blocks of ice, and pure ice is transparent. Water is more or less transparent, while foam is white. What makes the difference in appearance? It is owing to the arrangement of the particles; the little blocks of ice in the flake present so many edges and faces that the texture is very "loose," and from these faces and through these edges the sunlight is sent back to us, and the white sunlight, thus returned, makes the snow appear white. As Prof. Huxley says, the air becomes "entangled" in the snow and foam. Some of it indeed is entangled so closely that long after the sun has set the snowdrifts shine out with a white glimmer and present the appearance, so often noticed by us, termed its phosphorescence. Sunlight is white but when spread out in the rainbow it is seven-colored; the snowflakes are white but often each little crystal will present the same rainbow colors and lines in a most delicate manner. But we must end ere we have fairly started; look, observe, note and find out more for yourselves; the time is favorable, the subject is one of universal interest, and from the little flakes you can perhaps learn some great truths; at least they will assist you to see that

"There's beauty all around our paths, if but our watchful eyes
Can trace it mid familiar things, and through their lowly guise."

Charles James

LEWIS ROSENTHAL, in *The Critic*, states that Bret Harte is of all living Americans the best known and most read in the Fatherland. Even his poems, with their subtle raciness, are liked, despite the loss of flavor through translation. "Flynn of Virginia" thus appears in German:

Kannst nicht Flynn,
Flynn aus Virginia,
Meinen Gespann?
Nein, nun sagt, Freinder,
Wo wart ihr, Mann?

Table Talk.

THREE separate editions of *Don't* have appeared in England with an aggregate sale of 70,000 copies. In America the sale of the work has been 65,000 copies, making a total for the two countries of 135,000 copies.

"THERE were printed in Great Britain last year," says the *Chicago Herald*, "exactly 100 books more than were printed during the previous year—exclusive, of course, of new editions. Theology led the list—more than one sixth of the total issue being religious books."

A PHONOGRAPHIC edition of *Ivanhoe* is to be printed in "Nankivell's Phonographic Library." This work will be issued in monthly parts, and will be completed in three volumes of about ten parts each, which will be illustrated with from sixty to eighty original crayon illustrations.

THE system of circulating libraries that prevails in England is declared by the *Saturday Review* to be about as bad as it can be in its influence upon English literature. By this system the managers of the libraries can dictate "the shape, size and character of the literature—at least in *belles lettres*—of modern England."

"AMONG the presents received by the eldest son of the Prince of Wales, who lately attained his majority," says the *Mail and Express*, "was a copy of Fielding, the gift of Lord Hardwicke, and a copy of Thackeray, the gift of the Duke and Duchess of Edinburgh. The editor of *Truth* advises him to study these authors carefully, and declares that they will both amuse and instruct him. We should especially recommend him to read *The Four Georges*."

THE *March Century* contains an article on the Soudan, written by Gen. R. E. Colston, formerly of the Confederate army, and later on the general staff of the Egyptian army. In the latter service he commanded two expeditions of exploration in the Soudan, travelling on all the principal caravan routes, and spending two years in the towns and among the tribes which are frequently mentioned in connection with El Mahdi's rebellion. The article has been illustrated with more than twenty pictures.

A NEW word is proposed for adoption into the English language. The word is "literarian," meaning a person devoted to literary pursuits, as better than the borrowed word "littérateur," and more comprehensive than the phrase "literary men." The suggestion is ingenious. But we fear that "literarian" will hardly be more successful in forcing an entrance into English than the new pronoun "thou." We would better learn to use what words we have than fly to others that we know not of.—*Boston Advertiser*.

THE following item is perhaps permissible in these columns:—"Several young ladies well known in local society have organized a 'Woman's Athletic Association,' and propose to open a gymnasium in Philadelphia soon. A skating rink for their exclusive use will be attached. Riding in the park, under the guidance of regular riding-masters, will also be a feature of the club's healthful diversion. It is possible that the City Institute Hall will be secured for a gymnasium and rink."

Educational Intelligence.

SOUTH GREY PROMOTION EXAMINATION.

WM. FERGUSON, INSTRUCTOR.

FEBRUARY 20, 1885.

Pupils who obtain 50 per cent of the aggregate marks, and 25 per cent on each subject, are entitled to promotion.

CLASS III TO IV.

ARITHMETIC.—TIME, 8:30 TO 10.

1. I buy 72 barrels of flour at \$45 for 8 bbls., and I sell them at \$17 for 3 bbls. Find how much I gain or lose.

2. I buy two dozen oranges, and sell them so that in gaining 40 cents, I receive as much for 2 as I paid for 3. Find the original cost.

3. Find the amount of the following bill of goods:

3 lbs. Coffee @ \$0.31
6½ lbs. Tea @ \$0.60
10 yds. Print @ \$0.11
12 yds. Tweed @ \$1.25
8 lbs. Sugar, at 10 lbs. for \$1.00

4. Find the price of 1,555 lbs. hay at \$7.00 per ton of 2,000 lbs.

5. Divide 1 furlong into 11 equal parts, and express one of these parts in per yds., ft. and inches. (Accuracy and neatness of work should receive special credit.)

Value of each question—20.

CLASS III TO IV.

GEOGRAPHY.—TIME, 10 TO 10:30.

1. Name all the railways in the county of Grey, and the principal stations on each.

2. Draw an outline map of Ontario, locating the chief rivers and cities.

3. From what places are the following articles obtained:—Codfish, seal-skins, coal, iron, copper, silver, cotton, tobacco, rice, sugarcane, salt, pepper, nutmegs.

4. What and where are Good Hope, St. Louis, Amherst, Jamaica, Goderich, Durham, New Orleans, Brandon, Montreal, Liverpool, Cayenne, Rhine, Malta, Alps, Nile, Slave, Race, Trent, Ceylon, Edinburgh.

5. Explain clearly what cataract and rapids are, and name two celebrated ones of each, in Canada.

Value of each question—20.

CLASS III TO IV.

GRAMMAR.—TIME, 10:30 TO 11:30.

1. State to which part of speech each of the following words belong:—

(a) Oft I heard of Lucy Grey. (b) Better than grandeur is a healthy body.

2. Give the plurals of:—Two, five, roof, duty, pea.

3. Divide the following sentences into subject and predicate, and parse the words in italics:—

(a) The *little* old white *man* with a short *gun*, has a *dog* with a bob-tail.

(b) Did *you* find my book?

4. Correct:—“Each book and slate were in their place.” “It is not me was to do it.” “The boy who you saw, has went home.” “Whete’s them other fellows.” “John is the oldest of the two.” “Let you and I try to carry it.”

Values—10, 10, 20, 12.

CLASS III TO IV.

DRAWING.—TIME, 11:30 TO 12.

1. Draw a vertical line 3 inches in length. Trisect it. Draw another line parallel to the first, and one inch distant. Trisect it. Connect the two points of trisection by horizontal lines. Bisect each side of the squares thus formed. Connect the points of bisection by straight lines forming a second set of squares.

2. Draw a Rosette to illustrate symmetrical arrangement about a centre.

Values—30, 20.

CLASS III TO IV.

COMPOSITION.—TIME, 1 TO 2.

Describe *one* of the following articles:—Locomotive, Sewing Machine, School House. Or, write a letter to your sister who has been living for a year at your uncle’s.

(Accuracy and neatness insisted on.)

Value—20.

CLASS III TO IV.

HISTORY.—TIME, 2 TO 3 P.M.

1. State (a) the date when our Dominion was formed, and (b) which Provinces at first formed it.

2. How is this country governed?

3. Name the important events which took place in Canada at the following dates:—1759, 1791, 1812, 1837, 1867.

4. What were the U. E. Loyalists? and why were they so called?

5. In how many different wars was Canada involved from what is now the United States? Give a short explanation of each war.

Values—5, 10, 10, 5, 20.

CLASS III TO IV.

LITERATURE.—TIME 3 TO 3:30.

1. Explain fully the meaning of the following:

(a) Dressed in a very ordinary way.
(b) Instantly resounded in all directions.
(c) Ample scope for observation.
(d) Collected by subscriptions.
(e) Instantly commence the assault.

2. (a) Name one or two lessons in the Third Reader which give an account of the training of *animals*.

(b) Name two lessons there, which describe the taming of *animals*.

Values—20, 5, 5.

CLASS III TO IV.

SPELLING TO DICTATION.—TIME 3:30 TO 4.

1. A richly painted miniature sleigh.
2. Conspicuous parochial livery.
3. Innumerable descendants of the Israelites.
4. We bade farewell to all our friends.
5. A variety of tunes inexpressibly melodious.
6. The dyer who by dyeing lives, a dire life maintains.

7. Proprietor and projector of the “Illustrated London News.”

8. Sagacity, docility, and benevolence.

9. Craftiness peculiar to the Indian race.

10. With fond care support thy languish head.

(These sentences are *not* to be put on the black-board, but given out, one at a time, very distinctly to the class by the teacher presiding.)

Value—30.

CLASS II TO III.

ARITHMETIC.—TIME 8:30 TO 10.

1. How many lbs. of sugar at 10 lbs. per \$ may be bought for 102 eggs, at 10 cents per dozen?

2. A man has 5 stacks of hay, each containing 15,000 lbs., and sells 16 loads, each 1,000 lbs. How much hay has he left?

3. A buyer paid \$8.30 for 29 sheep and 19 cows, the cows are \$33 each, find the price of each sheep.

4. James sold to a storekeeper, 16 lbs. butter at 18 cents per lb., 14 dozen eggs at 12 cents per dozen; and bought 18 lbs. sugar, at 12 lbs. for \$1.00, 4½ yds. factory, at 14 cents a yard; and 13 lbs. rice at 5 cents per lb. How much money does the store-keeper owe him yet?

5. Divide 19 marbles between two boys, giving one boy 7 more marbles than the other.

Values—20, 20, 20, 40, 10.

CLASS II TO III.

GEOGRAPHY.—TIME 10 TO 10:30.

1. Draw a map of the County of Grey, marking the Townships, and boundary Counties. Mark the name of each Township by its initial capital letter, and also mark Owen Sound, Durham, Meaford, Markdale, Flesherton, Mount Forest and Priceville.

2. Name the countries of North America, with their Capitals.

3. Name the 5 continents, and tell which oceans wash their shores.

4. In which direction would you require to travel from where you live to visit Owen Sound, Collingwood, Hanover, and Mount Forest.

5. Define Peninsula, Continent, Bay, Valley, Volcano, Railway, Canal, Ocean, River, Island.

Values—10 each.

CLASS II TO III.

SPELLING TO DICTATION.—TIME 10:30 TO 11:30.

1. A branch of narrow green leaves.
2. They crouched on the bridge.
3. The bears had committed great havoc.
4. Pussy rendered important services.
5. They separated on their several errands.
6. Autumn comes with tresses grey.
7. Lucy had a great many dolls of her own.
8. The tortoise carries his house on his back.
9. What is the reason that dried grapes are raisins.

10. I see a pretty ship sailing on the sea.

Values—3 each.

CLASS II TO III.

DRAWING.—TIME, 11:30 TO 12.

1. Draw in outline a cube, a pitcher, a mug, a teapot, a desk, and a Greek cross.

Value—30.

CLASS II TO III.

LITERATURE.—TIME, 1 TO 2.

1. Explain the following words and phrases:—“On this account.” “Life’s rosy morning.” “Very important night.” “Far down in the depth of the dark blue sea.”

2. “These worms may *increase* and *injure* the ship. How did they injure the ship?”

3. “Little lips should ne’er be *loath* to *confess* a fault.” Write a whole stanza from this lesson.

4. “Their pretty speeches *melted* his *hard heart*.” Who are referred to by the words “*their*” and “*his*.”

5. “Goliath *repeated* his *challenge*.” Who accepted this challenge?

6. “They *made up* their *minds* to deceive the old man.” Who was the old man?

7. “The Captain *readily* *acceded* to the request.” State what the request was.

Total value—50.

EAST MIDDLESEX TEACHERS' ASSOCIATION.

THE thirty-third meeting of this Association was held in the County Buildings, London, Ont., on Thursday last. Inspector Dearnness in the chair. A discussion took place on a new series of drawing books. It was moved by Mr. McQueen, seconded by Mr. Walker, that Messrs. Dearnness, Honnor and Hayes be appointed a committee to obtain the latest information regarding the best drawing-books for schools, and to discover whether the regulations prescribed in January would be strictly carried out now that the expected drawing-books could not be ready.

After this there followed the annual address, by the President. He followed out the line of thought commenced in his address of last year. On the parents and on the teacher he laid the responsibility of encouraging the advancement of the human race. He drew an analogy between the teacher and the physician: one prescribed for the body, the other for the mind. As the former learned anatomy and physiology, so the mental laws should be the study of teachers.

At the close of this address the financial report was read, showing a balance in hand of \$34.51.

In the afternoon, teaching grammar to beginners was discussed, followed by some remarks on the new literature lessons for the entrance examinations. Several gentlemen then expressed their opinions on the value of Agriculture as a school study.

The evening was taken up by an address by Judge Elliott, delivered in Victoria Hall.

On Friday morning the President explained the amendments proposed to be made by the new school bill, and Mr. R. K. Row, of St. Mary's Collegiate Institute, who was introduced by the President, then gave a short account of a week's visit to Normal Park, Chicago, the training school presided over by Col. F. W. Parker.

At the Friday afternoon session, held in the Court House, President Dearnness appointed Messrs. Hayes, Copeland, Robinson and Patrick a committee to nominate officers for the year.

Bishop Baldwin, on being introduced, was heartily applauded, and his address, an earnest and stirring one, related to the higher ideals of educational work.

The Bishop was tendered a cordial vote of thanks, to which he replied. He was accompanied by Ven. Archdeacon Marsh.

After a literature lesson by Mr. Reynolds, the question drawer was opened. The remedy recommended by Miss Abbie Howard for stammering was to encourage the children to speak very slowly and distinctly, and to be collected, to calm their nerves and to divert their attention from their trouble.

Inveterate truancy, parents being willing to co-operate with the teachers—The remedy suggested by Mr. McQueen was to communicate with the parent at every case of absence. Tickets might be sent home from the teachers every night, the parent requiring the child to produce them, tickets to be dated. Mr. Eckert had used printed truant slips. Truancy was an offence against the parent, not against the teacher.

Several minor details were discussed, after which the Association adjourned.

HOBART College is to have a \$15,000 library building.

COUNTY OF LANARK TEACHERS' ASSOCIATION.

THE annual meeting of this association was held in the Convocation Hall of the Perth Collegiate Institute on Thursday and Friday, March 5th and 6th. The chair, throughout the meeting, was occupied by the President, F. L. Mitchell, M.A., i.P.S. After the reading of the minutes and the appointment of committees, the President gave an excellent address on "Reading," dwelling particularly on the defects usually met with in the teaching of this subject in our schools, and suggesting practical remedies for their correction.

The afternoon session was opened by Mr. Jaques, of the Perth Model School, who, by blackboard illustrations, showed how he would teach the simple rules of arithmetic. His methods received the general approval of the teachers present.

After congratulating the Association on the large attendance and explaining the reasons for the recent changes in the regulations concerning Teachers' Associations, Mr. J. J. Tilley, Model School Inspector, read an eminently comprehensive and practical paper on Composition, in which he dwelt upon the importance of the subject and the best methods of teaching it in the several classes of the public schools.

"English in Schools" was then taken up by Mr. D. E. Sheppard, of the Carleton Place H. S. His treatment of the subject was excellent, and well deserved the commendation which it received.

In the evening an able and instructive lecture on the "Relation of Education to the State," was delivered by Mr. J. J. Tilley, I.M.S., to a very large audience in the Town Hall. Musical selections by teachers, pupils of the public school, etc., varied the programme.

On Friday morning the report of the Committee on Educational Periodicals, recommending that part of the funds of the Association be employed in assisting to provide members with school papers, was adopted. The report of the Committee, which recommended that the next annual meeting be held in Almonte was also adopted. Resolutions appointing the Inspector a delegate to the Ontario Teachers' Association, and approving of the action of the Minister of Education, in appointing Directors of Teachers' Associations, were unanimously carried. The following officers were elected for the ensuing year:—President, P. C. McGregor, B.A. Almonte; Vice-President, J. C. Hamilton Smith's Falls; Sec'y-Treas., H. Bewell, Carleton Place; Management Committee, N. Robertson, B.A., J. R. Johnston, B.A., J. T. Noonan, John Rabb and Miss Steadman; Auditors, J. A. Goth and T. J. Walrond.

A cordial vote of thanks was tendered to the retiring President, F. L. Mitchell, M.A., for the efficient manner in which he discharged the duties of the chair during his incumbency. The retiring Sec'y-Treas., H. S. Robertson, also received a vote of thanks, and was presented by the Association with a copy of Chambers' Encyclopædia, as a token of its appreciation of his services during the last three years.

Mr. Tilley then gave a first lesson in fractions to a class from the Perth public school. This lesson, both from its practical

character and the skilful manner in which it was conducted, could not fail to impart a better knowledge of methods in this portion of arithmetic.

Before leaving the Association, Mr. Tilley gave a brief but impressive address on the "Relation of the teacher to his work."

The afternoon session was very profitably occupied in the discussion of "Difficulties in School Routine," a subject ably introduced by Mr. H. Bewell, of Carleton Place.

A vote of thanks was given to the C. P. R. Co., for kindness in issuing tickets at reduced rates to teachers attending the Association, and also to the Perth Board of Education for the use of the Convocation Hall.

In point of attendance, manifestation of interest and character of subject matter presented, this meeting has not been surpassed by any yet held, and according to Inspector Tilley, the County of Lanark Teachers' Association occupies a foremost place among those of the Province.

THE University of Tomsk, Siberia, costing \$550,000, is nearly completed.

THE University of Pennsylvania has established departments of biology and physical culture.

A course in railroad science is offered in Berlin University; and at Breslau a course of lectures on railroad, postal and telegraph law.

THE faculties of twenty-four German universities have one hundred and twenty-two professors between the ages of seventy and ninety who are still in active duty. The oldest professor among them is the historian Von Ranke, of Berlin.

UNDER the direction of the Catholic Church in the United States are 1,597 ecclesiastical students; 35 diocesan seminaries and houses of study for regulars; 83 colleges; 581 academies; 2,464 parochial schools; pupils in parochial schools, 490,531.

By a vote of thirty-two to two, the faculty of Harvard have made several changes in their requirements of admission. The new requirement is a compromise between the classicists and the scientists. The study of one dead language is required, and some practical work in science.

TRUSTEES of Cornell University have established an additional professorship of mechanical engineering, and have engaged Prof. J. J. Hayes, of Boston, as instructor in elocution, and Hon. Eugene Schuyler as lecturer on the Diplomatic and Consular service of the United States.

THE number of primary schools in France increased from 71,547 in 1877 to 75,638 in 1882. During the same time the number of primary teachers increased from 110,709 to 124,965, and the number of enrolled pupils from 4,716,935 to 5,341,211, and the expenses of the schools increased from 74,500,000 francs in 1877 to 102,000,000 francs in 1882.

THE Cornell University Register for 1884-5 gives the number of undergraduates at that institution as 534, of resident graduates, including fellows, 29; total, 563. The number of graduates since the University opened, in 1868, is 958; the number having taken second degrees is 61. There are associations of alumni of the university in this city, Syracuse, Buffalo, Ithaca, Chicago, Minneapolis, Boston and Washington.

Official Regulations.

**REGULATIONS RESPECTING
TEACHERS' CERTIFICATES**

FOR 1885.

(Concluded from last issue.)

SPECIAL SUBJECTS FOR 1885.

THIRD AND SECOND CLASS.

English Literature:

Scott—The Lady of the Lake, with special reference to Canto V.; Irving—Rip Van Winkle.

OPTIONAL SUBJECTS FOR THIRD CLASS.

Latin:—Cicero—Cato Major. French:—Bonnehose—Lazare Hoche. German:—Schiller—Belagerung Von Antwerpen.

NOTE.—In each of the languages an easy paper in Grammar and Composition will be set.

OPTIONAL SUBJECTS FOR SECOND CLASS.

Latin:—Cicero—Cato Major; Ovid—Fasti, B. I., vv. 1-300. French:—Bonnehose—Lazare Hoche. German:—Schiller—Belagerung Von Antwerpen. Der Taucher.

NOTE.—In each of the languages an easy paper in Grammar and Composition will be set.

FIRST CLASS—GRADE C.

English Literature:—Shakespeare—Coriolanus. Scott—The Lady of the Lake, with special reference to Canto V.; Irving—Rip Van Winkle.

FIRST CLASS—GRADE A AND B.

English Literature.—Shakespeare—Romeo and Juliet. Chaucer—Prologue to the Canterbury Tales; The Nonne Prestre's Tale. Pope—Prologue to the Satires. Addison—The selections from Addison's Contributions to the Spectator, made by T. Arnold, under the headings (1) Manners, Fashions, and Humours; and (2) Tales and Allegories (Clarendon Press series). Wordsworth—Sonnets in Matthew Arnold's Selection. Macaulay—Life and Writings of Addison. Consult "English Men of Letters" on these authors.

Candidates are recommended to consult some such work as Dowden's *Mind and Art of Shakespeare*, or Gervinus' *Commentaries*.

The following editions of the above are mentioned for the information of candidates:—Morris' edition of Chaucer's *Prologue to the Canterbury Tales* and the *Nonne Prestre's Tale*, in the Clarendon Press series; the edition of Pope's *Satires and Epistles* in the Clarendon Press series.

Correspondence.

ERRATA.

To the Editor of the EDUCATIONAL WEEKLY

DEAR SIR,—Please allow me to call attention to two errors in the number of March 5th. On page 156, top of second column, it should have read, "If a bottle capable of holding ten ounces be partly filled with nine ounces of water, etc." As expressed before, it was a scientific impossibility. The printer certainly has perpetrated a joke on page 151:

"Authors, like cows, grow dear as they grow old,
It is the rust we value, not the gold."

Tough beef is certainly dear at any price, but Pope, if I remember correctly, referred to cows, not cows.

We might take the advice of the editor and have our pupils correct these errors.

Yours, etc.,

C. C. JAMES.

**THE HUMOROUS IN TENNYSON'S
POETRY.**

To the Editor of the EDUCATIONAL WEEKLY.

DEAR SIR,—I notice in a late issue of your admirable journal a poem which goes to show the humorous element in Tennyson's poetry. Lord Lytton of recent "poodle" fame being as equi-

site a dandy in the parliament of poetry as Disraeli was in the parliament of politics, Tennyson readily shot his keenest dart at the literary coxcomb. The following is the stanza—omitted in your production of the poem—which pierced Lord Lytton's frills and cuffs. It is well worth producing:—

"What profits how to understand
The merits of a spotted shirt,
A slapper boot, a little hand,
If half the little soul is dirt?"

THOMAS O'HAGAN.

Pembroke, Feb. 26th, 1885.

ELEGANT ENGLISH.

To the Editor of the EDUCATIONAL WEEKLY.

SIR,—You have a good deal to say from time to time on the subject of good English, and I have noticed that you insist on elegance as well as mere correctness. I have been puzzled consequently by the frequent recurrence in your columns of expressions which to my mind are neither correct nor elegant, certainly not elegant. From your issue of the 5th inst. I quote a few examples:

"There is a widely prevalent ignorance of grammatical rules, resulting in an absolute impossibility of correct composition involving any comparatively complex constructions." Too many unnecessary "big words" here. The same meaning could be conveyed much more simply and effectively. "It is very necessary." The use of *very* in such connections as this is mere slang. It does not strengthen the expression, as it is meant to do.

"Two men . . . undertook to show . . . which could hit the other harder and better." (p. 147.) The customary use of the article is here dispensed with, but I think it English is made less elegant by the omission. In the account of the fight alluded to you say "Persons of reputed taste and refinement were by no means conspicuous by their absence—quite the reverse." This is clumsy, to say the best of it. It is also misleading, as the editor of the WEEKLY was not at the "mill," and several other cultured individuals, to my knowledge, refrained from attending.

"Reprinted by kind permission from J. L. & J. B. Gilder." The usual form of words, "by the kind permission of," is equally correct and very much neater. "It could scarcely be said that . . . to say," etc., etc. And this in an article on *composition*! "Mr. Tilley has mentioned the use of employing letter-writing as a help." This requires no comment. "This so deplorable a want." In what respect is this better than the simple expression "This deplorable want," or "So deplorable a want?"

I am a reader and admirer of the WEEKLY and would be glad to see a defence of the above if you think it worth your while to offer one.

JUVENAL.

**A MISTAKE OF RICHARD GRANT
WHITE'S.**

UNIVERSITY COLLEGE, March 4th, 1885.

To the Editor of the EDUCATIONAL WEEKLY.

DEAR SIR,—May I have a few lines to call attention to an error in Richard Grant White's article on "Why we Speak English," in your issue of February 26th? He has, "And here, too, it may well be remarked that the book of Genesis, in one of those ethnological passages which reveal a knowledge of prehistoric man so perfectly in accordance with the results of modern historical inquiry and scientific investigation that it would seem that they must have been a revelation from Omnipotence, makes the confusion of tongues and the consequent dispersion of nations take place upon the plains of Shinar, in the very region, at least, where the Aryan dispersion began." His inference is entirely wrong. In the first place, the region of the Aryan separation into the northern and southern branches cannot be so precisely given, and certainly it was not so far south as Babylonia, for it was probably not till a few centuries before the time of Cyrus that the Aryans gained any footing in that region. Secondly, this story of the tower of Babel is a Semitic, or more strictly perhaps an Accadian tradition, and is ear-

lier than the probable date of the Aryan dispersion, and has not the slightest reference to that event. The evidence of comparative philology does not as yet bring us anywhere near the tower of Babel. So far back as their languages can be traced, the Aryan, Semitic, Accadian, Egyptian, and other families, are distinct and separate. Whether they were always so, or whether they were developed from one common origin, linguistic science cannot yet tell. When evidence is found to establish what is now mere conjecture, and when men can trace the various languages to one common source, it will be time to compare with that evidence the story of Babel, which can refer only to a separation long anterior to the Aryan dispersion, to a separation of which the Aryan language itself was a result.

J. C. ROBERTSON.

**PUBLIC SCHOOL INSPECTORS AT
HIGH SCHOOL ENTRANCE
EXAMINATIONS.**

To the Editor of the EDUCATIONAL WEEKLY.

SIR,—As alterations are to be made in the High School Act during the present session of the Local House, will you kindly allow me space to point out something that I have always looked upon as a great anomaly in the old Act, in the hope that it will not be perpetuated in the new.

I allude to the clauses of the Act which empower the public school inspector to supersede the high school head master in his own school, by making it his business to preside if he can at the entrance examination, and to take equal part with the head master of the high school in examining the papers of candidates and in deciding who shall or who shall not pass.

Why is the public school inspector thus associated with the entrance examination into high schools? The only answer that can be given is that he is there to look after and protect public school interests, *i. e.*, to see that the examination is conducted fairly, that none but those that are fit are allowed to enter, and that all are allowed to enter that are fit. In other words, he is there as a check upon the head master and the high school board. Now I contend that with these latter should rest the sole right of conducting the examination of candidates for entrance into the institutions of whose interests and welfare they are the appointed guardians, and that the appointment of such a check is nothing less than an insult to them, and a decided slur upon their honor or their ability, or upon both. Not a single reason can be advanced for imposing such a check at this entrance examination into the high school that won't apply with equal force to the entrance, *i. e.*, the matriculation examination into any of the universities, the medical schools, or the Law Society. If it be right, necessary and proper to impose a check in the one case it is in the other. Yet fancy the law giving to one of the high school inspectors the right of saying to the president and senate of the institutions named—"You can't be trusted with conducting your own examinations, and with the work of keeping out badly prepared candidates, and of allowing all to pass who are fit to enter, so stand aside, the law has given to me the right of presiding at this matriculation examination into your institution; all that belongs to you in the matter is the right to be associated with me in the examination of the papers, and in saying who shall pass, and—to pay half my fee."

We can imagine what short work the heads of other institutions would make of such astounding pretensions, and how fiercely they would resent the implied insult; yet high school boards and head masters have had to submit to similar treatment for some years.

In writing this, let me say that I have not an iota of ill-feeling towards any public school inspector. I have only ventured to call the attention of the Legislature to an indefensible and insulting anomaly, in the hope that the present able Minister of Education, who has shown himself so competent to deal with matters of the kind, will see that it no longer remains on the statute book. I enclose my card and remain,

HEAD MASTER.

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The *Etymologies* are given with fulness, according to the latest authorities. The diligent and fruitful researches of contemporary scholars have revealed for the first time the true origins and affinities of multitudes of English words, and have thus corrected and supplemented the etymological teachings of the older books, which, though still in general use, cannot now be trusted. In this branch the progressive spirit of modern scholarship has achieved some of its greatest results; and these, arranged and illustrated so as to be available to every reader, form a conspicuous element of value in the present work.

The *Definitions* have been carefully prepared with a view to the utmost usefulness, and seek to give the meaning of each word with greater precision than is commonly attained; but in the simplest and clearest equivalents that can be selected. In the wish to give the utmost information possible in the smallest space, all ordinary meanings are expressed briefly, and room is saved for the full explanations of words which embody a historical or scientific fact or a literary allusion. Thus the work becomes a comprehensive *Book of Reference* for the terms in use in every department of English speech; it affords an explanation, adequate for all ordinary occasions, of the common forms of the written and spoken language, of the terms employed in the arts and sciences, of the remoter and more suggestive turns of speech in literature, of the words and phrases applied in men's daily employments, and of a large mass of provincial speech and even familiar "slang." Thus the extent, variety, and exactness of the information given are such that, for the large majority of the occasions upon which an encyclopædia is commonly consulted, the Dictionary becomes a practical substitute.

The *Arrangement* of the work has been carefully studied, down to the details of the typography, in order to afford the greatest possible facility of reference. The grouping system of Mr. Stormonth collects in a single article words which are obviously derived from the leading or key-word of the group, and which are intimately connected with it in signification, and thus not only saves much space by avoiding repetitions, but greatly facilitates the comparison of cognate forms and meanings. The key-words being brought out boldly in "clarendon" letters catch the eye at a glance, and lead to the instant discovery of any derivative sought. In the familiar use of the book this part of the plan will be found one of its convenient and satisfactory features.

The Appendixes contain:—1. A complete list of prefixes and affixes. 2. A complete list of abbreviations in common use. 3. A copious selection of phrases and sentences from foreign languages found in English books. 4. The proper names of the Scriptures, with the correct pronunciation of each. This Dictionary is English in authorship, and English in scholarship. It contains 1,248 pages.

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

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

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

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

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

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

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

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

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

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

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

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

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