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# THE QUARTERLY;

A Periodical in connection with the Collegiate Institute  
Literary Society.

*Nous travaillerons dans l'espérance.*

VOL. IV.]

HAMILTON, JAN., 1879.

[No. 4.

## SCHOOL WORK.

IT is admitted by all who are in a position to know that "Cramming" exists in many of our schools, but it is contended that it is cramming of a *useful kind*, that when teachers and pupils work together in preparing for written examinations that they are doing a first rate thing; that it is an *excellent moral and intellectual training*; and in support of this extraordinary statement we are told that the minister crams the two sermons which he is to preach on a Sunday; that the lawyer, too, when he has an important case on at Osgoode Hall, gets hold of his brief and sets to work to cram it, and that twenty four hours after he has delivered it he cannot tell one point in it, and that cramming in this sense of the word is one of the most useful faculties a man can possess, that by promoting the habit of *cram* in schools we are forming a good habit. Such trite imbecility as this would only be ridiculous were it not for the fact that the position of the man who enunciates these views gives them a degree of force they are certainly not entitled to. These opinions may be held by a few teachers in Ontario, but they cannot be held by any one who has given the subject any serious consideration, or observed closely the effects which over study has on the great majority of students. The comparison drawn between the minister who

crams his two sermons for Sundays, or the lawyer who crams his brief for delivery at Osgoode Hall, and the children attending our schools is manifestly absurd. Important cases are not given to lawyers who prepare their briefs to forget them in a few hours after they are delivered; nor do ministers prepare their sermons in the way stated above. Suppose, for the sake of argument, they do. Is there no difference between the matured minds of professional men and the growing intellects of children? Are the universally condemned expedients of over-worked ministers and lawyers to be regarded as the rule for the children of our schools?

Those who talk of cramming as a good thing do not comprehend the meaning of the word; it is a term used to denote the "fault of filling the mind with facts, without allowing it sufficient time to arrange and generalize them, to compare them with its previous acquisitions or to determine their real significance, as related to general principles." It is thus a kind of mental stuffing, and, consequently, is opposed to the true object of education. Cramming may be the result either of the ignorance of the teacher, or of circumstances which compel him to violate the correct principles of education for some special end, as the preparation of pupils for written

examinations. The advocates of cram seem to think more of their own petty ambition, or pecuniary gain, than for the true welfare of the pupils attending our schools. There is a danger that education will sink into the mere work of preparing pupils to pass examinations.

Prof. Seelye says of his University (Cambridge): "The examinations produce what may be called a universal suspension of the work of education. Cambridge is like a country invaded by the sphinx. To answer the monster conundrums has become the one absorbing occupation."

Prof. Huxley says regarding written examinations: "The educational abomination of desolation is in the stimulation of young people to work at high pressure by incessant competitive examinations. Some wise man (who probably was not an early riser), has said of early risers in general, that they are conceited all the forenoon and stupid all the afternoon. Now, whether this is true of early risers in the common acceptation of the word or not, I will not pretend to say; but it is often too true of the unhappy children who are forced to rise too early in their classes. They are conceited all the forenoon of life and stupid all its afternoons.

The vigor and freshness which should have been stored up for the purposes of the hard struggle for existence in practical life, have been washed out of them by precocious mental debauchery—by book gluttony and lesson bibbing."

Their faculties are worn out by the strain put upon their callow brains, and they are demoralized by worthless childish triumphs before the real work of life begins.

Dr. Richardson, the eminent physiologist, of London, repeats Prof. Huxley's protests against subjecting young people to the unnatural strain which preparation for many of the examinations involves. He says, "The present modes of education are not compatible with healthy life. Young men and young women who are presenting themselves for the higher class examinations are crushed by the insanity of the effort."

When we are thus warned of these dangers by men of the highest competence and authority, it might be well for our educational authorities to pause and enquire whether there is not some better way than that now in vogue of securing a sound and generous education, and thus preparing for the real work of life.

### THE SCIENTIFIC COLLECTIONS AT THE COLLEGIATE INSTITUTE.

FIRST, as being largest, let the Geological and Mineralogical Collection be noticed. In it there are more than 2,000 specimens and many duplicates, most of which have been collected by Dr. Spencer, F. G. S., Science Master, during his many geographical tours.

This collection is divided into two parts; the first consists of nearly 600 specimens of minerals rocks and metallogical products. Here are to be found ores of all the economic metals, and many other beautiful and rare minerals; types of all the groups of rocks, espe-

cially those that are represented in Ontario and Quebec, and the leading products of the smelting of ores. The second part of the collection consists of fossils, representing all the geological formations of this Province, and almost all the formations of Eastern America; together with many from Europe, among which is a choice collection of the German Triassic and Jurassic, (including a specimen of the rare and elegant *Encrinurus lilliformis*), presented to Dr. S. by Prof. Von Seebach, of Gottingen, in Germany.

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Again there are to be seen in the American Section the *Eozoon Conadense*—the earliest known form of life, (which probably existed fifty or eighty millions of years ago,) and fossils from the Potsdam, Calciferous; Trenton Group; Hudson River Group (Cincinnati of the West); the Medina Clinton, and Niagara, (the formation of this City); Oriskany, Coniferous, Hamilton; Carboniferous Groups, etc. In range of life, here are forms from the earliest and lowest types, through the beautiful fossil corals, elegant crinoids, and nearly extinct group of Brachiopods, and other shells, to the extinct Cephalopods—the *Ammonites*; and from the Trilobites, the species of Fishes almost modern. In the Cabinet are also remains of plants such as those out of which coal was formed.

This is one of the largest collections in the Province, comprising many hundred species, and probably 2,000 specimens, besides the above mentioned minerals. During the late season Dr. Spencer collected nearly 1,000 pounds

weight of specimens, including a large quantity of the interesting corniferous corals, which he has not yet determined.

There are also modern corals and sponges, from Bermuda, and one of those beautiful glossy sponges *Euplectella Spavosa*, from the Phillipine Islands.

Recently Mr. Hugh Murray, Chairman of the Board of Education, kindly presented a collection of Modern Shells to the School Cabinet.

Through the liberality of the Board of Education the Institute obtained the choice collection of Canadian Birds, for which Mr. Norval, the Taxidermist, obtained a medal at the recent Centennial Exhibition at Philadelphia. Among other birds there is a case of Owls, another of Hawks, an American Eagle, and many smaller birds of brilliant plumage.

For want of case room, the collection of several hundred plants is not yet on general exhibition.

Lastly, there is a Skeleton of a man, about whose history many unanswered questions are asked.

## MONTHLY EXAMINATION, OCTOBER.

### STATICS.

1. State  $\square$  of fces, and from it deduce  $\triangle$  of fces.
2. What  $z = 1$  fces at  $135^\circ$  will have  $24V(2-V2)$  for resultant?
3. State prin. of mom'ts; apply it to find tension in a stg. wh. supports a wt. 30 lbs.; the two parts of the string making  $< 60^\circ$ .
4. A ladder leans against a vertical wall; show how to find the dir'n of its pres. against the ground. If the heavy end is against the wall show how this pres. is affected.
5. A cube, edge 8 ins., has a cube edge 2 ins., cut from one corner; find cen. gr. of rem.
6. Solve the Prob. in No. 3, (1) by  $\square$  of fces, (2) by  $\triangle$  of fces.

### SUBJECTS FOR COMPOSITION.

1. Milton as a writer of prose and verse.
2. Milton as an artist, as seen in his characters, his language, his verse, his narrative and description.
3. The *Sciences* in *Paradise Lost*, especially Astronomy, Architecture, Metallurgy, Geology, Geography, and Agriculture.
4. Compare Epic and Dramatic Poetry and Prose.
5. Give an account of the narrative in *Paradise Lost*.
6. Write a note on the use of figurative language.
7. The poetry of *The Restoration*.
8. The sublime in language.
9. The great periods in English Literature.

10. Compare blank verse with a rhyme as a form of poetry.
11. Poetic license.
12. Poetic and prose diction.

## CHEMISTRY.

1. Give 2 equations for the manufacture of chlorine.
2. Why do chlorine and charcoal act as disinfectants?
3. Five jars contain Cl. H. O. N. CO<sub>2</sub>, distinguish each.
4. Name the oxides of Hydrogen, and give equation for the manufacture of Nitric Acid.
5. Describe structure of the flame of a lamp, and the cause of its illumination.
6. How do you know the air is a mechanical mixture, and give tests for its impurities?
7. How much O. is required to burn a candle, which combines 6 oz. of Carbon and 1 oz. of Hydrogen?
8. How much KNO<sup>3</sup> and H<sup>2</sup>SO<sup>4</sup> are required to produce 252 oz. of HNO<sup>3</sup>, and how much Potassic Sulphate is left.

## GEOGRAPHY.

1. What are: *Penumbra, Apsides, Annular Solar Eclipse, Nadir, Parallax*?
2. Upon what do ocean currents chiefly depend?
3. State the theory of the moon's phases?
4. Why is there not a monthly solar eclipse?
5. Name the principal Canadian and American towns on Lake Ontario.
6. Sketch a map of S. America, showing: (a) Countries and their capitals; (b) River and mountain systems.
7. Where and what are: Lowell, Springfield, Bangor, Princeton, Corpus Christi, Pembina, Galena, Dubuque, Tobago, Curacoa, Reikjavik, Staten, Nootka, Chiloe?
8. Trace the courses of: McKenzie, Connecticut, Ohio and Colorado Rivers.
9. For what noted are: *Stratford-on-the-Avon, Leeds, Queenstown, Stirling,*

*Peterhead, Upsala, Kiev, Rheims, Khiva, Manilla?*

10. Name the principal cities and towns on or near the 40th parallel north lat.

## ENGLISH LITERATURE.

1. How is blank verse made to differ from prose?
  2. "Of rebel Angels by whose aid aspiring  
"To set himself," &c.  
"Created hughest that swim the ocean stream."
- Scan and account for any peculiarity in the metres.
3. "Into what pit thou seest  
From what highth fallen; so much  
the stronger proved  
He with his thunder."  
"Sublimed with mineral fury."
- Paraphrase the above passages, and state where they occur.
4. Quote passages containing the following figures of speech: simile, metaphor, metonymy, oxymoron and litotes.
  5. "Oblivious pool," "Opprobrious hill." In what sense are the adjectives here used? What other terms does Milton apply to these places?
  6. Explain terms "battle ground" "empyrean substance."
  7. "Mixed with obdurate pride." Account for the peculiar accentuation of the word obdurate.
  8. Write as fully as you can on "The language of Milton."

## HISTORY:

1. What was the *Chapter of Liberties*?
2. Write a note on the origin of the English Parliament.
3. Assign events corresponding to the following dates:—55, 410, 871, 1199, 1215, 1314, 1346, 1588, 1603.
4. What was the causes of the "Wars of the Roses."
5. Write notes on *Loss of Calais, Act of Supremacy, the Peasant Insurrection.*

## HISTORY CONTINUED.

6. Give a Genealogical Tree connecting Henry VIII. with Edward III.
7. Sketch the career of Marius and Sulla, giving dates when you can.
8. Write a brief account of Pompey's career.

## ALGEBRA.

1. Reduce to its lowest terms  $\frac{x^4 - 2x^3 + x^2 - 1}{x^4 + x^2 + 1}$ .
2. Find L. C. M. of  $x^3 - a^3$ ,  $x^3 + a^3$ ,  $x^4 + a^2 x^2 + a^4$ .
3. Find the square root  $4a^2 x^2 - 12 a^3 x^3 + 13 a^4 x^2 - 6 a^5 x + a^6$ .
4. Find the cube root of  $x^6 - 9x^5 + 42x^4 - 117x^3 + 210x^2 - 225x + 125$ .
5. Show that  $(a + a^2 b^2 + b^3) - (a - a^2 b^2 + b)^3$ ; exactly div. by  $2a^2 b^2$ .
6. Solve  $\frac{3}{x} + \frac{4}{y} + \frac{1}{z} = 4$ .  

$$yz + zx + xy = \frac{11}{6}xyz.$$

$$2xz + 3yz = 2xy.$$
7. Four vessels contain mixtures of wine and water: in one there is twice as much wine as water, in the other three times as much water as wine. How much must be drawn off from each to fill a pint glass, in order that its contents may be half wine and half water.
8. If  $a + b + c = 0$ ; show that  $a^2 - bc = b^2 - ac = c^2 - ab$ .
9. If  $\frac{x}{a+b-c} = \frac{y}{a-b+c} = \frac{z}{b+c-a}$ , show that each of these frs. =  $\frac{x+y+z}{b+c+a}$ .
10. Show that  $(1+x+x^2+\dots): (1-x+x^2-x^3+\dots) = (1+x^2+x^4+\dots): (1-x^2-x^4+\dots)$ .

## EUCLID.

1. Euclid, B. I., Prop. 9. Of what Proposition is this a particular case?
2. Euclid, B. I., Prop. 32. Give any other proof of this Proposition.
3. Euclid, B. I., Prop. 35. Equal  $\Delta$ les bet. the same ||'s. are upon =1 basis.
4. Euclid, B. I., Prop. 48. The sides of a  $\Delta$ le are 3, 4 and 5, taken from any scale of equal parts; determine the  $\Delta$ le.
5. Euclid, B. II., Prop 4 (proof only.) Include Euclid, B. II., Propositions 5 and 6, in one enunciation.
6. Euclid, B. II., Prop. 7 (proof only.) Include Euclid, B. II., Propositions 9 and 10, in one enunciation.

## BOOK-KEEPING.

1. Point out accurately the steps you would take in closing the Double Entry Ledger. What is a Balance Sheet?
2. Define Accommodation Bill Adventure, Blank Credit, Commi'n Consignment, Honor, Del Credere.
3. Wherein does a Prom. Note differ from a Draft? How can a Note be made the same in effect as a Draft.
  - (a) Draw a non-negotiable draft.
  - (b) A Prom. Note negotiable by endorsement.
  - (c) A Prom. Note negotiable without endorsement.

- (d) Name all the possible parties to a draft ; explain what steps you would take to bind intermediate parties.
4. Give the rule for journalizing ; and journalize the following (a) Nov. 13, 1878. I commence business investing as follows : cash, \$6,009 ; mdsc. \$3,000 ; coal for use of stove, \$30. I owe on a note in favor of Jno. Thompson, dated August 6, at three months, \$800, with one month's interest, \$6.
- (b) Bought of Gordon, MacKay & Co., mdsc. as per invoice, \$1,200. Gave in payment my note for \$500 at two months', balance on account.
- (c) Received a legacy of \$400.
- (d) Had B's discounted at 8 per cent.
5. Give Day Book entries corresponding to the following journal entries :
- (a) Bills Payable. Dr. 400.00  
     *To Bills Receivable.* 400.00
- (b) Jno. Maclean, Dr. 600.00  
     Banks, " 400.00  
     *To Bills Receivable.* 1000.00
- (c) Jno. Henry, Dr. 120.00  
     *To Jas. Wills' consignment,* 120.00

## FRENCH.

## I.

Ce discours irrita les sauvages ils attachèrent carie et son père à des poteaux et se préparaient à les bruler lorsqu' on leur apprit qu'un grand nombre de leurs ennemis venaient d'aborder dans l'île. Ils coururent pour les combattre, et furent vaincus. Les vainqueurs couperent les liens des deux infants blancs et les emmenèrent dans leur île ou ils devinrent esclaves de roi.

## II.

Des que j'eus pleinement satisfait sa curiosité il me témoigna qu'il peinait beaucoup de part à mon malheur.

## III.

1. Give rules for formation of feminine of adjective.
2. State what numerals take the sign of the plural.
3. Explain difference between moi and me ; toi, te ; lui, le.
4. State the various uses of tout, même, tel, with examples.
5. Give rules for the omission of the article.

## TRANSLATE INTO FRENCH.

6. (a) All the scholars were not present at school this morning.
- (b) We must not covet the property of other people.
- (c) I shuddered at that danger.
- (d) We have applied. That we should have promised. You will have been angry. Let him rise. That we may make haste.

7. (1) Those poor orphans did not know what death was; They thought that their mother was sleeping; They did not dare to make any noise for fear of waking her; The next day they were much astonished that their mother still slept, and plucked her by the arm to awaken her, but as she did not answer them they thought she was angry with them; They asked her pardon and promised to be better.

## ARITHMETIC.

1. How much U. S. Currency will be required to produce U. S. 6% bonds, interest payable in gold, to gain an income of \$1,113 currency, gold being at 106, and the broker's commission  $\frac{3}{4}$ % on the par value of the bonds?
2. Sold a horse on the 11th January, 1878, for \$200; received in payment a note for the amount, nominally due on the 15th August following, bearing interest at 6% per annum. This note I take to a banker on 9th June, who discounts at 8% per annum. What sum do I receive?
3. Find the compound interest on \$4,000, due  $1\frac{1}{4}$  years hence, payable annually. (Answer exact to a cent.)
4. A merchant bought a quantity of cloth and marked it at an advance of 30%, and in selling it used a yard measure  $\frac{2}{3}$  of an inch too short, his total gain being 57%; find the cost price of cloth, and amount gained by false measure.
5. If the interest on \$44 for a certain time be \$8, find the discount on \$88 for half that time at same rate %.
6. A buyer bought a horse and a cow; the cow costing  $\frac{2}{3}$  of what the horse cost. He gained 5% on the total cost of both; the gain on the horse was 20%; find the gain or loss % on the cow.
7. Suppose a speculator in Hamilton owns \$5,000 in Hamilton and Dundas Street Railway Stock at 108 $\frac{1}{4}$ , and paying a dividend of 6%, and that he instructs his agent to sell out, deducting his commission at  $\frac{1}{4}$ % and to remit the balance to London (Eng.) Exchange, being at a premium of 10%; this amount is then transferred to Paris at 22 francs for £1 St'g, and invested in french rents at 80, paying 6% per annum. Find the gain or loss % on his annual income, the franc being equal to 20 cents.

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 ADDRESS TO THE JUNIOR LITERARY SOCIETY.

At the present day, from one cause or other, numerous societies of this nature are springing up everywhere, all having for their object, ostensibly at least, the cultivation of literary habits, and a readiness in public speaking. This is hopeful, and worthy of every encouragement. If the habit of spending an occasional evening in such literary contests, and social gatherings is to become a popular amusement, it would be difficult to mention any other more likely to be useful. Such a society is especially desirable when in connection

with some scholastic institution, in whose halls the young mind is daily imbibing and assimilating the deep truths that knowledge extends to the eager grasp, and where thought is disciplined and strengthened by a continual analysis of the crystalized gems of great thinkers. By being familiar with such, we unconsciously imitate and reproduce them, thus making them our own; and the mind, pleased with its newly acquired power, gladly exhibits it. My intention is to discuss with you some of the aims and means of a literary society, and in



doing so, if I take occasion to offer you any advice, it is because I have the interests of your society at heart.

What, then, are the objects of your society? The very act of meeting and spending an evening together is no slight advantage. We are all social beings—our character is frequently moulded by the society we keep, and the more we know of human nature the less likely we are to be led astray by false models. Human nature is learned by individuals, it is by getting intimately acquainted with the actions and thoughts of individuals with whom we associate that we treasure up, it may be unconsciously, in the memory a mass of information to be used by the fully developed reason.

It is too much to expect wise heads on young shoulders; yet, notwithstanding the objections sometimes urged against so young a society, I have confidence that there is here the proper material and mettle out of which to make a flourishing society, and to carry on its sessions with due decorum, "doing all things decently and in order." Now this itself inculcates business habits of order, accuracy and of self-reliance. Nor is it a slight acquirement to become conversant with the mode of conducting a deliberative assembly. However much such public meetings may differ in object and construction, there is a recognized mode of procedure to be followed, and a practical acquaintance with the rules of procedure gives an individual a power which anyone may be called on to exert, it may be in a board meeting, a council meeting, a political meeting, or even in the legislative halls, for who knows what fate is in store for him? Perhaps one of the best effects of such a society is the mental stimulus its discussions give. How few people are in the habit of considering a subject completely, and from all sides. Our likes and dislikes give our thoughts such a bias that we are too prone to take a partial view, even when deeming ourselves most impartial. We are all, more or less, the slaves of prejudice, often to such a degree that reason is utterly impossible. Now, in a debate

all take part as judge or speakers; the question is viewed from all sides; the arguments are weighed and compared on the principle of pure reason unbiassed by prejudice, and the decision is given to the most logical, or to him who has considered the subject most thoroughly. All this is individual thought, modified by conflict with other minds; and this clash of intellect is one of the most powerful and active means of calling forth the latent energies of the mind and heart.

I might say something about the influence of debates on methodical study by reading with an object—on literary habits and tastes by making one familiar with the best models of literature. But these I will pass over in your case, as they occur in your school duties.

The main part of the literary programme will be taken up by readings, essays and the debate. Permit me to say a few words on the utility and cultivation of each of these. *Public reading* comes first, and though perhaps of the least importance, it is by no means to be neglected. Every educated person should be capable of reading correctly and tastefully in public. It is a graceful accomplishment, and is within the attainment of all. The daily practice of reading aloud has been recommended as a capital means of strengthening and training the voice and thus acquiring a good delivery. Hence, in learning to portray the thoughts of others, the young student is fitting himself in the art of conveying his own more effectively. If for no other reason, readings from classical authors should find a place on the programme, for this very reason, that they *are* classical. Any scheme that tends to popularize the reading of great writers is desirable. So for a mind long familiar with a high class literature light literature has no attractions. If we learn to detect and appreciate the beauties of thought and diction of a finished work of Art, we will no longer have patience with the trash that is devoured by the great mass of readers.

My advice is, then, select first-class

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works from which to read and read as frequently and as well as you can. The plan is sometimes adopted of having several members of the society select a portion of a play and each read or recite the speeches of a separate character. Even without much preparation this would be found to prove useful.

Now I come to a more important subject—that of essay writing. The advantages of frequently writing down our own thoughts cannot be over estimated. Indeed it is one of the best ways of inducing thought. We never know how little we know of a subject till we come to write upon it, and if we have once written on a subject we have adopted the best means of learning it thoroughly. Let no one be deterred from writing on account of its difficulties. It will amply repay all labor that can be bestowed on it. If reading is a useful accomplishment, this is much more so. How often does a well couched letter decide the fate of a man? What a power the pen is; and most of its influence is now exerted in the form of essays. A man with a well stored mind and possessing the art of a good essay writer has a wide field in which to display his talent; on every hand avenues of remunerative and honorable employment are open to him. The press is now a power in the land. All mankind look to it daily for a supply of information. Day after day all over the world, it is teeming with the productions of men who have learned to use the pen. What a field this is for a ready writer? Do not neglect, then, the opportunity here afforded of laying the foundation of that noble art which is sure to prove highly beneficial to you in after life.

Perhaps a still more important subject is that of *Public Speaking*. This is deservedly a popular department—the power of eloquence cannot be over estimated. Macaulay says:—“It has stood in the place of all other accomplishments. It has covered ignorance, weakness, rashness, and the

“most fatal maladministration. A great negotiator is nothing compared with a great debator; and a minister who can make a successful speech need trouble himself little about an unsuccessful expedition. This is the talent which has made judges without law—which has sent the Admiralty men who did not know the stern of a ship from the bowsprit—which was very near making a Chancellor of Sheridan, who could not work a sum in long division.” All this shows the great power of eloquence over the human judgment. But I need not dilate here on eloquence, all admit its force. Then why are there not more orators? The qualities, at least of a graceful and powerful public speaker lie dormant in most people, but they need arduous care to cultivate. Memory, judgment, imagination, and the voice all need to be strengthened by the most assiduous care. It is every one's duty to store his mind and train it to correct habits of thought, is it not equally his duty to prepare himself for the business of conveying the result of his thoughts to others in an agreeable, graceful, and efficient manner? A pleasing address is one of the best recommendations a young person can have. It is perhaps, too much to expect you to acquire the blandishments of manner seen in a Chesterfield or the melodies of intonation that charm us in a trained elocutionist. Yet much can be done by honest endeavour and all should make that endeavour. Your society, then, affords an ample opportunity of cultivating while young, those graces of delivery that will stand you in good stead when grown to maturer years.

Let us now discuss some of the methods of acquiring this desirable power of persuasion. The formation of a good style is the first requisite of a public speaker, and one of the best methods of acquiring this is to imitate others. All great speakers and writers have done this. Write and re-write, read or declaim extracts or speeches

from great orators and you will gradually imitate the style. The habit of noting the chief arguments of a speaker and thinking how they could be answered was adopted by the younger Pitt, and will be found a good training for the memory and the judgment. In olden times more attention was given to this subject. At Rome the youthful orator was carefully and laboriously trained for a number of years in the art of elocution and pleading before he ventured to address public assemblies. He was constantly exercised in writing essays, narratives, historical sketches, eulogiums or invectives on public men. He committed and recited passages from celebrated authors, with regard to which practice Quintilian says:—"By this means young persons will form their tastes early; their memory will constantly supply them with the best models, which they will unconsciously imitate; expression, terms of thought and figures will rise up without constraint, and present themselves as treasures carefully reserved against occasion." Among modern orators who followed this plan I may mention Erskine the celebrated advocate who carefully studied the speeches in Milton and Shakspeare, and Lord Mansfield, who was in the habit of declaiming as a boy Cicero's Orations on the hilltops.

Now we come to the preparation of a speech. Here men differ as to the best mode. Some say write the whole out carefully and commit to memory. Others say arrange your thoughts and think over the best means of impressing each, but prepare no part of the speech, except, perhaps the first and last. It might be advisable to alternate these two plans in order to get the greatest amount of good from the practice. But all great speeches are thoroughly prepared, every sentence is critically examined and carefully committed to memory—no difficult task after being carefully written out; and the greatest facility in memorizing is soon acquired by public speakers, indeed it is half done as soon as it is written.

Some remarks are necessary as to the method of conducting a debate and delivering a speech. The first requisite is to keep cool—never loose your temper for then reason is set aside. Do not necessarily reply to every argument of the opposite side. Select those that are of little importance, or that you can conclusively answer and the others may be overlooked or forgotten.

As the time allotted to each speaker is short it would be advisable to distribute the arguments among the speakers so that each may thoroughly consider his particular point and not infringe on the ground of the others.

In delivering a speech, remember that the nearer you get to the audience the greater power you have and that you have greatest power over those at whom you look. Pay great attention to the opening and closing sentences. The first, to catch attention and create a favorable opinion, and the last, to leave a deep impression. Enlist the sympathies of the audience as early as possible. Begin your remarks in the briefest sentences, and exhibit an easy confidence, it is an evidence of power. Some speakers make a very effective beginning by calmly looking around the audience for a moment before speaking, others by judiciously arranging their papers, others, again take up in the very act of rising, some point in which they differ from the last speaker or which they grant in order to draw a different conclusion. While others are forcibly reminded by their opponents of some ludicrous anecdote that sets the audience laughing, thus gaining their attention and favor, and producing pleasurable anticipations of something good to come.

It is a mistake to make the style of a speech too impassioned and to maintain a high tone throughout. A very few words uttered with marked beauty or force will enjoy a special share of attention, and if the speaker has the power of arming a large share of his words with an electric energy, they will be impressed indelibly on the memory

of the hearers; their minds and judgments will be led captive by the force of his language independently of the superior strength of his arguments.

One of the most frequently occurring modes of attracting attention is to throw the sentences into an interrogative form and thus appeal to the common judgment or feelings of the hearers. How often we see a series of questions in great speeches beginning with why, what, who, when, and how. The force and tone of the voice has much to do with the effect of a speech. The orotund sound is the most effective and the most easily sustained for a length of time. It is made by depressing the root of the tongue, lowering the top of the windpipe and elevating the

uvula, thus making a concave space in the back part of the mouth into which the voice is thrown as into an empty vessel. This tone is acquired by all elocutionists, singers and actors.

Now a few words in conclusion. In all you do aim at doing your very best, and endeavour that that shall be a little better than others, and a little better than your last attempt. Enter into all the duties of the society heartily, and act for the welfare of the society. Try to derive some benefit and some information each evening. One good way to do this is to read up the subject of debate, whether you are on or not, then hear the result of the debaters' thought and reading. Finally treat all court-  
A.

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## CLOUDLAND.

(Written for THE QUARTERLY.)

One summer day two children we,  
Awearied with our play,  
Lay gazing up o'er the mountain-top,  
Where the glorious cloudland lay.

Such pictures fair we saw up there,  
· Sure ne'er on earth were seen,  
Such wondrous rocks, such toppling crags,  
· Such silver lakes between.

And there uprose rare palaces  
With towers of burnished gold,  
And seas where slept each snowy sail,  
Like sheep upon the wold.

And Ah! those brooks, those lovely brooks,  
Where winged angels seem  
To dimly grow, and come and go,  
Like faces in a dream.

Faded and dying our daisies lay,  
What cared we for daisies now,  
We were up and away to yon fairy land,  
Whose gate was the mountain's brow.

By the winding track of the old foot-path,  
 We clomb the green hill-side ;  
 The blue bells bent beneath our feet,  
 But we had no time to bide.

The sweet wild rose her fragrance shed,  
 Where the linnet sat and sung  
 In vain, our foot-steps were up and up,  
 Where the mists of the morning hung.

We clomb till the flowers forsook our feet,  
 And the rocks in our path grew grey  
 With the lichens that love the solitude  
 Of the hill-tops far away.

But whether we children laughed or wept,  
 What matter ; full well I ween,  
 Fair cloudland was far from the mountain-top,  
 As the depths of the valley green.

Yet such hath life to us aye been,  
 As eager, as fruitless, as fair ;  
 Looking and longing and striving to reach  
 Some cloudland still smiling up there.

But standing now on the bleak hill-top,  
 With the valleys of youth below,  
 Sweet with the flowers we left in haste,  
 In the spring time long ago.

At last we know 'tis illusion all,  
 Not upward with light and glow ;  
 But down through God's Acre 'mid dust and graves,  
 The path to Heaven lies low.

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## ANCIENT GREEK RELIGION AND CHRISTIANITY.

THE faith of the believers in the development theory must be sorely tried to account for the fact that there existed so highly an intellectual people as the Greeks, in a period of the world's history when darkness, ignorance and superstition brooded over the nations and races by which they were surrounded. Whence does it arise that they possessed an art and a literature that have rarely been equalled and never surpassed?

Our astonishment at this remarkable phenomenon, this anachronism, is immeasurably heightened when our circumstances and advantages are compared with theirs.

We have the advantages which time should bring; they had the disadvantages of living nearly three thousand years ago; we live in the age of inventions and improvements; they lived when writing materials were neither abundant nor convenient; we have many "wells undefiled" from which to draw; they had no antecedent literature which they might imitate; we live in the full blaze of the general intelligence, progress and civilization of the 19th century; they lived in the midst of a darkness that could be felt, of many ages before Christ; we have generous systems of education; they had no well defined plans for the diffusion of knowledge; we enjoy the humanizing and elevating influences of Christianity; they had gods whose moral characters were often tainted with vices which characterize our vilest citizens.

No satisfactory answer has ever yet been given to the above enquiry. The Gordian Knot of difficulty still remains untied.

The art and literature of Greece, "the richest inheritance and the most durable glory" which any nation can bequeath to posterity, have made the world her debtor. In nearly every sub-

ject which has occupied the attention of man, they have been the forerunners. In the dramatic art they have been the pioneers. Aeschylus, Sophocles and Euripides, are still regarded as models. Macaulay, comparing his own history with that of his English contemporaries and predecessors, felt encouraged, but confesses to have been seized with despair when he contrasted it with the great work of Thucydides. In metaphysics and dialectics Plato and Aristotle have never been surpassed. The name of Demosthenes is the synonym for eloquence. In statuary a greater than Phidias, the world has not yet produced. Thus we might range through nearly every subject and we would be compelled to acknowledge the Greeks not only our pioneers but even our masters. If, then, we wish to become familiar with the history of the development of thought, the literature of Greece must be studied. Here is to be found a mighty reservoir from which men of all ages and nations have been privileged to imbibe refreshing draughts and which still continues to furnish to the thinking world much mental sustenance. But, while we are captivated by the beauty and originality of thought, elegance and purity of diction, and force of expression which distinguish our Greek models, yet, we cannot but be amazed at the crudities and absurdities that mark their conceptions of the gods. We are justly astonished that the intelligence and culture of the Greeks did not invest their deities with higher and nobler attributes than they frequently gave them. How could an intelligent people believe in such absurdities as the following, "that Uranos the primitive god, was maimed by his son Kronos. Kronos killed his own offspring, and after years of digestion vomited forth alive his entire progeny—that Apollo hung Marsyas on a tree.

Demeter, the sister of Zeus ate of the shoulder of Pelops who had butchered and roasted his own father Tantalus, as a feast for the gods."

While we cannot but be shocked at the monstrous and absurd ideas they had concerning the gods, we must not forget that underneath a mass of contradictory mythology, there are to be found purer and nobler conceptions. Mythology is one thing; religious belief another. Both are, unhappily, blended; so we must remove the shell, if we wish to obtain the kernel.

In Grecian character no one can fail to observe a strong desire to ascertain the causes which produce certain results. Filled with wonder in beholding the objects which surrounded them, and unable to account for their origin and mystery, by anything in the objects themselves, they were, naturally, led to seek for explanation by reference to some higher power. The multitude of objects for which they sought to account necessitated a multitude of explanations. This might partially account for their polytheism.

The Greeks did not merit the severe rebuke boldly administered to him who sees no great Cause behind the phenomena of nature; "the fool hath said in his heart, there is no God;" but, on the other hand, were firm believers in supernatural agency.

In the lightning's flash, in the thunder's roar, in the falling of the rain, and in the growth of the plant, they recognized the hand of Zeus. They could not believe that these phenomena were self-produced. They were convinced that the gods could send or avert calamities, afflictions, pestilence, disease and death. The hand of a god was seen in the most insignificant occurrences. Nothing happened but through divine interposition. In this we are reminded of the language used by the great teacher Himself concerning His people. "There is not a hair of your head but is numbered, nor is there a sparrow which falls to the ground without the Father's notice."

We must not suppose, that because we possess the living oracles of the only true God, and can boldly draw nigh unto the throne of heavenly grace through faith in the finished work of our Mediator, that the Greeks did not derive comfort from the thought and belief that an appeal to their gods in times of anguish and sorrow would not remain unheard.

Thus it is seen that the Book of Nature, properly interpreted, does not disagree with the teachings of the Sacred Scriptures. The great Apostle to the Gentiles, recognized this truth when, in his letter to the Romans, he made use of the following remarkable language:—"For, when the Gentiles which have not the law do by *nature*, the things contained in the law, they, having not the law, are a law unto themselves, which show the work of the law written in their hearts." Indeed so remarkably similar are many of the sentiments which Homer puts in the mouth of his characters, that Gladstone claims that Greek mythology and worship are nothing but a veiled representation of the religion of the Jews.

In Zeus, Apollo, Athene, he sees the three Persons of the Trinity. In the Golden Age when the gods dwelt in human habitations, he is reminded of the sinless state of Adam and Eve when God conversed face to face with the newly created pair; in Deucalion and Pyrrha and the Grecian flood; Noah, his family and the deluge; and in the impious and abortive attempt of Otus and Ephialtes to scale heaven by piling one mountain upon another, he sees the builders of the Tower of Babel animated with the same spirit and sharing the same fate.

It seems to us that the opinion that such resemblances are mere coincidences is nearer the truth. The Greeks guided by instinct and reason were sometimes enabled to arrive at the same goal to which revelation unerringly and invariably points.

Homer and Hesiod have both been

accused by Herodotus of making the theology of the gods.

Although there is scarcely a page of Homer but teems with mythology, yet, beneath the chaotic *debris* floating on the surface of the stream, there is to be found a deep feeling of religious vitality.

The priest of Chrysa, insulted by Agamemnon, has recourse to prayer: "Hear me, O bearer of the silver bow, who even dost protect Chrysa and divine Cilla." "Thus he spoke praying, and him Phœbus Apollo heard." But not only do priests pray, but even swineherds—a fact which indirectly proves to what an extent religious belief permeated and affected all grades of Greek society. The striking utterances of Eumæos, the swineherd of Ulysses, attest the correctness of the last assertion. Says he: "The blessed gods indeed, love not impious works; but honor, justice and the righteous works of man." And again says the swineherd: "Eat, enjoy what is here, delight thyself with such things as are present, for the god bestows one thing and refuses another, whatever he will in his own mind, for he can do all things."

Again, when Athene encourages Telemachus to lay aside his diffidence, and undismayed to approach the aged Nestor, the language used is strongly suggestive of sentiments frequently expressed by Christians: "Telemachus, some things thou wilt thyself perceive in thy mind, but other things the Divine Spirit will suggest, for I do not believe that thou wast born and brought up without the will of the Gods." Again, listen to the prayer of Ulysses' female slave: "Father Zeus, thou who rulest over gods and men, surely thou hast just thundered from the starry heaven, and there is no cloud anywhere. Thou showest this as a sign to some one. Fulfil, now, even to me, miserable wretch, the prayer which I may utter."

There are sentiments expressed in this petition which are not unlike the following language of the Psalmist David:—"The Lord also thundered in

the heavens and the Highest gave his voice, hailstones and coals of fire. Yea, he sent out lightnings and discomfited them. Then the channels of waters were seen and the foundations of the earth were discovered at thy rebuke."

The gifted Apostle Paul, shocked, at the idolatry of the Athenians, and burning to make known unto them the one living and true God, forgets not to tell them that frequently the teaching of their own poets differed not from that of Christianity, "For," says he, "in Him we live, and move, and have our being, as certain of your own poets have said, for we are also his offspring."

Plato tells us in his "Apology" that Socrates often spoke both privately and publicly of the *Divine Voice* which he had been accustomed to hear even from childhood, interfering at moments when he was about to act, in the way of restraint, although never in the way of instigation. Later writers spoke of this as the Daemon or Genius of Socrates, but he himself did not personify it, but treated it as a "divine sign, a prophetic or supernatural voice."

Time and space permitting, scores of additional passages might be selected breathing a spirit akin to that of Christianity, and proving that the inquisitive and metaphysical Greeks were firmly persuaded of the existence of a Being higher and better than themselves. That Being whom Plato calls *Theos Theon*, God of Gods,—the Central Object of their worship; to whom they sacrificed the most costly victims; in whose honour they erected the most gorgeous temples; whose name was more frequently sung by poets and people, and whom they endowed with the most varied and most glorious attributes, was Zeus. This name, which has usually been derived from a Greek verb meaning *to live*, (thus investing Zeus with the very significant epithet of *life-giver*), Max Muller thinks is the same as the Sanscrit *Dyaus*, meaning sky; *Ju* in *Jupiter*; *Tiw* in Anglo-Saxon, traceable in *Tuesday* (*Tuesdæg*), the day of the



Eddic God Tyr; and Zio in Old High German.

Various as are the accounts given in Greek legends concerning the origin of the human race, Zeus' claim to be regarded as the creator of all things, human and divine, is the strongest. Homer calls him the father, the most glorious, the greatest, who rules over all, mortals and immortals, the counsellor whose purposes the other Gods cannot fathom. Nor does the same bard ever tire calling him the *father of Gods and men*.

The idea that Zeus was the author of gods and men can be traced in all the great poets after Homer. Likeness to the Deity was one of the principles of the Pythagorean philosophers.

The omniscience of Zeus is taught in this passage, *the eye of Zeus which sees all and knows all*; his omnipotence in the frequently applied phrase "*for he can do all things*;" his eternal being in the ancient song of the Pleiades at Dodoun: "*Zeus was, Zeus is, Zeus will be, Oh, great Zeus.*" Horace in one of his odes assigns omnipotent power to Zeus or Jupiter—says he: "The power of dread kings is over their own people, while that of Jove is over kings themselves, illustrious for his triumph over the giants, *moving all things by his nod.*" Again, Homer speaking of the power of Zeus declares that by shaking his ambrosial locks he caused heaven to tremble, which Virgil paraphrased in the inimitable verse: "*Annuit et totum nutu tremefecit Olympum.*"

Aeschylus places Zeus far above the other gods. Zeus says he, "is the earth, Zeus the air, Zeus the sky, Zeus is all and above all." "All was done for the gods except to be lords; for free is no one but Zeus."

The lofty conceptions which Xenophon in his *Anabasis*, represents Clearchus as having concerning the attributes of the gods can be gathered from the conversation with Tissaphernes:—"For first and chiefly the oaths in the name of the gods, hinder us from being enemies of each other; and who-

ever is conscious of having disregarded these, this one, I for my part would never feel happy. For the hostility of the gods, I know not either by what degree of swiftness or in what direction any one could escape by flight, or in what kind of darkness he could run or how he might go into any stronghold. For all things are subject to the gods and the gods rule equally over all things everywhere." The sentiment of this passage recalls to mind the still more remarkable language of David: "Whither shall I go from thy spirit or whither shall I flee from thy presence? If I ascend up into heaven, Thou art there; if I make my bed in hell, behold Thou art there; if I take the wings of the morning and flee unto the uttermost parts of the earth even then shall Thy hand lead me; if I say surely darkness shall cover me, even the darkness shall be light about me; the darkness and the light are both alike to Thee."

While we continue selecting the wheat and rejecting the chaff, we were charmed and delighted with the character and attributes with which Zeus was invested. But the moment we began to investigate both with impartial eye, whole armies of imperfections and contradictions forthwith appeared. Zeus, like the two-headed Janas, was seen to possess a dual character and dual attributes. He is omnipotent, yet in his contest with Kronos he had to summons to his aid the hundred-handed Briareus; he is omniscient, yet Hermes stole from him a thunderbolt; he is eternal, yet Kronos is his father and predecessor; he is upholder of justice, yet was guilty of impiety in expelling his own father from the Olympian throne; intrigue and treachery he punishes, yet is guilty of both.

Where can we find such contradictions and absurdities characterizing the God of the Bible?

Although there are 66 books in the Sacred Scriptures, yet one book does not contradict another. They all unite in upholding and vindicating the distinct personality, unity, eternity, immortality,

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omniscience, omnipotence, omnipresence, holiness, justice, goodness, and love of God.

Notwithstanding the glaring inconsistency distinguishing the gods of Greece, yet some have been found and doubtless are to be found who while they admire and adore the Greek religion, despise and hate Christianity. With that class we have no sympathy. Greek religion is but the feeble, flickering, cheerless, light of a candle; Christianity the bright, warm, life-giving rays of the sun.

There never has been nor will there ever be a religion which is so calculated to develop man symmetrically as Christianity. It does not reform and purify his moral being without at the same time improving his mental and physical condition. It offers to us a Being who by His wisdom, power, goodness, holiness and love is worthy of our highest veneration. God is a spirit and they who worship Him must worship Him in spirit and in truth; Zeus is composed of flesh and blood corrupt as our own; God's thoughts are not our thoughts nor his ways our ways; the thoughts and acts of Zeus are frequently not higher than our own. God dwells

in holiness; is seated on a throne of purity, law and justice; the throne of Olympus is not seldom the seat of angry broils and unseemly feuds. The God of the Bible is the same yesterday, to-day and forever; Zeus is influenced by feelings and passions common to humanity. God is self-existent and eternal; Zeus in one breath is declared to be both and in another both are denied him. Verily the God of the Bible cannot but be the one living and true God; Zeus the supreme god of the Greeks, is the offspring of the imagination of men yearning after the Unknown and the Inexpressible.

But both Greek and Christian can unite in addressing their Creator in the language of Pope's Universal Prayer.

Father of all! in every age  
In every clime adored,  
By saint, by savage and by sage,  
Jehovah, Jove or Lord.

To thee whose temple is all space,  
Whose altar, earth, sea, skies!  
One chorus let all being raise!  
All Nature's incense rise! C.

### DECISION OF CHARACTER.

(FIRST PRIZE ESSAY—WRITTEN BY THOMAS RATCLIFFE.)

IT is a deplorable thing for a man to have no definite plan before him in life, or to be void of that prompt and fixed determination and unwavering firmness which have characterized prominent men in all past ages of the world's history. Yet this lamentable state of affairs is continually being presented to us through a lack of that bold and important quality, decision of character.

A slight acquaintance with mankind, or a little study of human nature will furnish illustrations of this in abundance. In fact there are so many different

phases in which this description of character manifests itself that it would be impossible to notice them all here. A young man just about to enter upon active life may be undecided as to what course to pursue, whether to devote his energies and talents to the mechanical arts, or to agricultural pursuits, or, looking higher, aspire to one of the learned professions. Probably some happy thought strikes him that book-keeping would be a suitable occupation; and having argued the question from all points, carefully considering all the pros

and *cons* that present themselves, has nearly decided to take a course in the Business College. With this object in view he hastens to consult some friend now employed at the desk as to his opinions on the subject, and become acquainted as far as possible with the accompanying circumstances. Possibly his ardor is cooled by the recital of a long list of grievances, such as :—long hours, close confinement, wearisome monotony, and, as there is a superabundance of thoroughly competent book-keepers, there would be but little opportunity of securing a good situation. "Ah, well then," he says, "I may as well give up the idea of becoming a book-keeper—I would not like teaching—I wonder if I could be a minister, or a doctor, or a lawyer!" "Finally, he precipitately resolves to take a course of lectures in the University, thinking that he will then be better able to determine his after course. But no sooner has he decided this point than other difficulties meet him, such as: which department to select and what University to choose. In this manner we might follow him on through life, indecision marking every step, destroying his peace of mind, wasting his energies with constant, severe, mental debate, and, by distributing his attention over various objects materially lessening his after usefulness.

A person of indecisive character wonders why all the embarrassments in the world happened to meet just in *his* way; how he came to be placed in circumstances so unsuited to his capacity, and for which he is peculiarly unadapted. Incapable of building on the firm basis which nature has furnished him, he is often employed in mad speculations as to what he would do, or what he would be, were he born in other circumstances, with other talents, or at another time, had he met a certain individual sooner, or known of another opportunity at an earlier date, had fortune showered her favors upon him, or anything, indeed, but that which an All-Wise Providence designed should be his lot. He gives himself as much license to repine and

complain as if these should have been his birthright, but were refused by a malignant or adverse fate. Thus he is occupied—instead of seizing with the firm grasp of a resolute will the talents and opportunities with which he has been blessed.

A man without decision cannot be said to belong to himself, he is turned and twisted by every little circumstance, like pieces of paper or other light material caught up by the wind and driven aimlessly hither and thither wherever the currents of air may choose to carry them; or like a piece of drift-wood on a stream twirled by every little eddy, if the stream be smooth it glides along quietly enough, but is sure to run foul of some protruding obstruction, or be detained by the reeds; or again, like a ship without a rudder in mid-ocean during a storm, driven about, tossed and buffeted, at the mercy of the tempestuous billows. If he attempt to assert the existence of his own mind, the force of some cause about as powerful, we may suppose, as the web of a spider, may restrain him and show the contemptible weakness of his determination.

Man's plans must be regulated by the unforeseen course of events and in a great measure depend on them; but in accommodating plans to circumstances the difference between two men may simply be, that in one case the man is subordinate to the events, while in the other the events are made subordinate to the man, while one is swept along with the current of affairs, the other by an inherent determination seems to make the train of circumstances bend to his insuperable will, and become subservient to his best designs, which on the first appearance of the new casualties were apparently threatened with an imposing resistance.

Men possessed of this vigorous character have frequently experienced moments of hesitancy and vacillation, and quite properly too, for who would be so fool-hardy as to enter upon any engagement or undertaking, however minor in importance, without first duly considering the advisability of the step? Who

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would commence erecting a magnificent mansion without first computing the cost? Though these times of fluctuation of mind must come to all, yet the methods in which a decision is arrived at are numerous and diversified. In one case every new thought leads on from the preceding tending towards the result, in another each succeeding idea is at variance with the former rendering the embarrassment still more perplexing.

One very prominent advantage possessed by a mind of this sort is, that its passions are not wasted. If a man have any important business to transact he requires all his energy of action, power of mind and concentration of ideas to carry him through. He cannot afford to have his mind weakened by conflicting thoughts and exhausted by protracted anxious fluctuations through resolutions adopted, rejected, resumed, suspended, confirmed, abandoned.

Another advantage of this character is, that it gives a man freedom from a great deal of pestering interference and obstructive annoyance. A weak-minded man is tormented by every remark passed, by every opinion expressed with regard to what he has been meditating; while the man of resolute will stands, as it were, alone. Those disposed to question his proceedings, or dictate to him, stand at a distance, deeming it the best policy to be on friendly terms with a person of this sort.

If the manners of such a man be free from arrogance, and his measures appear under the sanction of experience rather than the dictates of his *will*, he will gradually secure the confidence of those with whom he meets in the various vocations and circumstances of life.

Not only will he be free from the waste of passions, exempt from interference, and a leading spirit in his circle, but will also be possessed of a hard, inflexible pertinacity, on which his mind may be allowed to rest its strength after proving ineffectual in any of its milder forms.

Physiologists tell us that very much

depends on the constitution of the body. The action of strong character seems to demand something firm in its material basis. It will be found that the majority of men remarkable for decisive character have possessed great constitutional, physical firmness. By this we do not mean exemption from disease and pain, nor mechanical strength, but a tone of vigor the opposite to lassitude and adapted to great exertion and endurance. No constitutional hardness will form the true character, without those superior properties, though it may produce that contemptible kind of decision which we term obstinacy,—a stubbornness of temper which can assign no reasons but mere will, for a constancy that acts in the nature of dead weight rather than of strength, resembling more the gravitation of a huge stone than the reaction of a strong spring.

The first mental characteristic of a resolute man is an entire confidence in his own judgment. Some may say that this is not so uncommon a qualification. It is indeed quite customary for men to have a flattering estimate of their own powers of conception, and as long as they have no more difficult task to perform than to produce opinions which are never to be tried in action, they have a most self-complacent assurance of being right and freely criticize the proceedings of others. But put this vain, self-conceited boasting of better judgment to the test, and it will vanish as dew before the morning sun. Place them in circumstances where they are compelled to depend on their own resources form their own judgments and act upon them, and as a rule this confidence of opinion will disappear. The mind seems suddenly lost in vacuity or overwhelmed in confusion. This high degree of character is not attainable except by observation and experience; this discipline, however, does not necessarily entail a protracted course of study; a keen vigilance in the exercise of observation, and a strongly exerted power of generalizing an experience may make a comparatively short time sufficient, to

accumulate a large share of the wisdom to be derived from these sources.

Confidence of opinion, though an indispensable basis, is not, however, sufficient in itself to constitute the character in question; a strenuous *will* must accompany the determinations of thought, keep every faculty on the alert, and stimulate the utmost efforts to give them a practical result. Without the will to carry them into effect these resolutions would be of no more use than the empty guns on a fortification. As the latter require to be loaded, pointed, and have the match applied, so the former require to be brought into action to be of any practical benefit. A man of prompt decision and steadfast resolution will never suffer his projects to surrender through lack of practical application.

*Revenge* furnishes wonderful examples of this determined, practical application of deliberately formed resolutions, especially among uncivilized nations. The vengeful North American Indian stands forth as, perhaps, one of the most prominent members of this class. Never forgetting an insult, he is ever on the watch for a fitting opportunity for avenging himself on those who have wronged him. To the injudicious license granted to this malignant spirit, may be traced the source of the greater proportion of crimes committed in Christian lands as well as among heathen nations. Another phase of unyielding perseverance is nobly illustrated in the lives of those men who have raised themselves from penury to opulence, from being destitute outcasts in the streets to eminently successful business men, and occupants of magnificent suburban palaces.

This leads us to the consideration of *courage*, as an essential element of the decisive character. A man may project bold and extensive plans, yet lack the courage to give them a practical bearing. In order to do this he requires to become inured to toil, oblivious of hardships, and regardless of the taunts and jeers of his fellows. He will certainly be censured by his friends, and con-

sidered deserving of ridicule and contempt; he must be prepared to face danger and suffering. This is clearly illustrated in the lives of great reformers, travellers and missionaries to heathen lands and barbarous nations.

The most sublime, decisive energy of rational courage, is *Confidence in the Supreme Power*. It makes a man intrepidly dare anything that can oppose or attack him in the whole sphere of morality. It inspires him to pursue his object even though death be impending, and retain his purpose unshaken amidst the ruin of worlds. "Man without religion is the creature of circumstances: religion is above all circumstances, and will lift him up above them." In support of this, we simply refer you to the long list of martyrs—to Daniel and his three friends, Shadrach, Meshach and Abed-nego.

We have to regret that this rare character is not always exercised on behalf of virtue. History furnishes numberless instances of conquerors, despots, bigots, conspirators, villains, &c., in every class, who have been actuated by these principles to carry out their iniquitous deeds of vice and shame.

In conclusion, let us notice briefly some of the circumstances adapted to confirm such a character as we have attempted to describe:—

First, *opposition*. The passions which inspire men to resistance, such as anger, indignation and resentment, are evidently far stronger than those which have reference to friendly objects. When a man's views run contrary to the current of general opinion, he is forced to depend more on the resources of his own mind: when he finds himself alone, he will strive vigorously to maintain his position.

Secondly, *desertion*. A kind, mutually reclining dependence, certainly tends to the happiness of human beings; but this necessarily prevents the development of some great individual powers, which would be forced into action in a state of abandonment. Should an individual be thrown from all social kind-

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ness and support, whether by accident, justice or cruelty, if he be not in the debility of childhood or dotage, and have any vigor of spirit, he will begin to act for himself with a resolution which will appear like a new faculty.

Thirdly, *success*. A man of decision will not lose this quality by an occasional failure, for, if it were caused by something beyond the reach of human knowledge and ability, he will remember that fortitude is the virtue required to meet unfavorable events, which in nowise depended on him; and we know that if a person has once been successful in any undertaking, he will pursue it with greater zeal and energy in the future; if the results of his conclusions have been satisfactory, he will henceforth be possessed of greater confidence in his own opinions.

We do not by any means contend that this grand quality is attainable by all, nor is this desirable under the present low state of virtue. We have already noticed that unprincipled men make frequent use of it in their impious deeds, and in fact furnish examples of many of the most successful results on record, of its practical application; yet the universal application, of fixed determination, and unwavering firmness, can only become a benefit to mankind when the moral standing of society reaches that lofty eminence from which all unchristian actions are regarded with abhorrence and utter detestation, attainable only by devout contemplation of the character of the Great Unchangeable Jehovah, whose purposes are immutable, and who is the same yesterday, to-day and forever.

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### SLAPS AT CONTEMPORARIES.

A PAPER compiled by the Worth Teachers' Association for October, published an item which ran thus: "*He kicked the cat from under the table.*"

Now I don't see anything specially remarkable about this, to make an item of. If he owned the cat, or had a mortgage on it, had he not a perfect right to kick it from under the table if it was behaving itself in a manner which he did not believe was in strict accordance with the etiquette of cats. Cats are not animals noted for obedience, and if he had requested the cat to behave itself in a cat-like manner, and withdraw itself, the chances are ten to one it would have taken no notice of him, or perhaps "sassed" him; therefore, knowing as he undoubtedly did know the stubbornness of the feline race and their love of disobedience and pugnaciousness, he acted in a manner for which he deserves praise. The item does not even say what kind of

a cat it was—whether it was a limp or a stiff cat—and it never mentions the sex. This is not right, for it places the other classes of cats in a false position. Stiff cats are more easily kicked than limp cats; for the latter class are very soft and pliable, almost as much so as a dish rag, and it would be next to an impossibility to kick a limp cat. At least not to actually kick it, but to convince it that it had been acting unseemly by kicking it. Limp cats have no bones or nerves, and if held up by the middle of the back, they will hang down at each end, and purr; limp cats like being kicked as much as a dog enjoys having his back scratched with the prongs of a pitchfork; whereas it is only advisable to kick stiff cats once. After the first kick they will rise on their dignity and prove themselves equal to the occasion and go for the kicker and fresco his face in the most artistic style. Now, if the item

had said he kicked the stiff cat from under the table there would have been something remarkable in the statement. But it didn't, it simply said "he kicked the cat from under the table" and left everybody reading the item in dreadful suspense least it should be a stiff cat. Now, if the cat had kicked the man from under the table; or if the cat had kicked the table from under the man; or if the man had kicked the table from under the cat; or if the table had kicked the cat from under the man; or if the kick had tabled the cat from under the man; or

if the kick had catted the table from under the man; or if the kick had manted the table from under the cat; or if the cat had tabled the kick from under the man; or tabled the man from under the kick; or tabled the kick from under the cat; or catted the kick from under the man; or manted the kick from under the cat; or even catted the kick from under the table; there would undoubtedly have been something strange and remarkable about the occurrence and worth making an item about.  
R. W. P. K.

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"IDALIA."

R. W. P. K.

She died! and the angels took her,  
Away to their far-off home,  
To sing their own seraphic songs,  
'Neath their cerulean dome.

But tho' she's gone, I can see her,  
'Neath the shade of the Cypress tree,  
As she whispered her little "Yes,"  
And pledged her heart to me.

I can see her soft, trustful eye,  
Passionate with love divine,  
Her clear, purple cheek aglow  
With youth, and the southern clime.

She was far too good for this earth,  
And her love was given too free,  
To one who ne'er deserved her,  
And thus was she taken from me.

My past is a bright recollection,  
My future is dim, drear and dark,  
For my life and my love died with her,  
And I long to follow her—hark!

'Tis her gentle voice, she is calling  
Me o'er to that beautiful shore,  
Where her loving eyes will be near me,  
To cheer me for life ever more.

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## THE QUARTERLY.

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*Nous travaillerons dans l'esperance.*

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HAMILTON, JANUARY 1, 1878.

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### THE SENIOR LITERARY SOCIETY.

THE art of classifying, arranging and giving expression clearly, fluently, and in the most effective and pleasing manner to our thoughts, is one which can to a greater or less degree be acquired by all. Although all do not expect to fill positions where such an accomplishment is required, we apprehend that not a few of the members of our Literary Society, will at some future day occupy prominent positions in the pulpit, bar and legislature of our country.

Nearly all schools profess to teach English, but the majority of them fail to accomplish the most important part of it, expression. The ancient orators attached the very highest importance to the study of rhetoric, and Cicero observes "that a cultivated address, and a knowledge of its principles, are highly ornamental even in private life."

It is the special province of a literary and debating society, to develop the art of expression—it is the training school where opportunity is given pupils to receive that knowledge and practice in public speaking, which will qualify them to enter the wider arena of life, and valiantly and successfully battle for God, knowledge and right. To such of our members who may feel disappointed at the small improvement effected in themselves, we would only add "persevere." Having planted your acorns, you cannot expect them to grow instantly into oaks. By application and perseverance, you can at least like Richter say, "I have made as much out of myself as could be made out of the stuff."

At the close of another quarter and

year, we are happy to record the general prosperity of our Society, and while its efficient officers have contributed largely to such a result, we would not forget the able assistance and personal interest exhibited by the members, which have been our chief auxiliaries, which, stimulated by the counsel and aid of our respected Principal and the other Masters of the Institute, we have been encouraged in our efforts for self-culture and improvement.

Since the opening of our school in September, twenty new names have been added to the roll, which gives us a membership of eighty, with an average attendance of sixty-five for the half-year just ending. We feel this fact alone justifies us in the statement, that an earnest interest is awakened in all the workings of our Society.

During the past quarter, there have been nine programmes, several of which have been fully carried out in a very successful and efficient manner. The music has been of a high order, and among our ranks, we have some rising amateur talent. Five essays were read during the term, each possessing merit and displaying a careful study of the theme treated upon. An essay by P. S. Campbell, B. A., on Ancient Greek Religion and Christianity, was very interesting and instructive to all, and possessed especial interest for the classical students. The programme of the 6th inst., is particularly worthy of note.

The debate on the question "Resolved, that Milton was a greater poet than Shakspeare," was the marked feature of the evening. Logical and pithy arguments were advanced by both sides. All spoke with fluency and animation. The debate was closely contested, and decided in favor of the negative by two votes only.

We have previously adverted to omissions in the programme. We refer more especially to the non-appearance of two, or sometimes even more, of the appointed debaters. "Faithful are the



wounds of a friend." and we hope that the offending members will in the ensuing quarter gain greater confidence in this respect. They should consider how unpleasant and inconvenient it is for substitutes to take their places without previous preparation.

Christmas is near, many will be leaving school and their connection with the Society will be severed. We feel that the highest commendation departing members can award us, will be their statement, "I have been benefited by your institution."

May the reminiscences of the "Collegiate Institute Literary Society," ever remain green amid the memories of our school days. In conclusion, we wish success to all in their examinations, and trust they will enjoy "a merry Christmas" and "Happy New Year."

The Officers for the next quarter are :

President,	-	Mr. Henry Sutherland.
1st Vice-Pres.,	"	Chas. McGregor.
2nd "	"	J. Stillwell.
3rd "		Miss C. S. Coventry.
Sec'y-Treas.	.	G. E. Trueman.
Councillor,	:	Miss M. Mills.

### THE JUNIOR LITERARY SOCIETY.

OWING to the shortness of the term now ended, the Society did not reach the standing attained in the preceding one. Under the able management of its energetic President, it has however progressed more favorably than was expected. Its roll of membership for the present session musters forty, with an average attendance of thirty-five, and although this is small when compared with that of last quarter, it is easily accounted for by the fact, that numerous other enjoyments and new social amusements, presenting counter attractions, have sprung up in the school. The prompt responses made by the members, in performing the duties assigned them by the General Committee, and their efficient rendition

of the parts assigned them, mark plainly and unmistakably the great interest evinced in these several programmes. During the quarter a debate was conducted by ladies and gentlemen upon the subject, "Resolved that women exert more influence than men," in which the ladies represented the negative. We cannot refrain from paying them a justly earned tribute, for they adhered closely to the subject, argued pointedly and critically, and spoke fluently. The ballot resulted in favor of the negative. This is quite a novel feature in connection with Literary Societies, and has inaugurated a fresh and increasing interest.

The last meeting before Christmas was particularly entertaining. An essay was read by T. C. L. Armstrong, M. A. Doctor Spencer performed some chemical experiments. The efforts of both these gentlemen were fully appreciated, and were sources of interest, instruction and amusement to all. Readings and choice selections of music filled up the remainder of the programme, and thus the happiest of many happy meetings, was brought to a close.

The officers elect for the next quarter are as follows :—

President,	-	Mr. A. RENNIE.
1st Vice-President,	-	" B. BURT.
2nd "	-	" W. LOGAN.
3rd "	-	" J. H. GRAHAM.
Secretary-Treasurer,	-	MISS M. G. ZELAND.
Councillor,	-	MISS T. L. DALLEY.

### GLEE CLUB.

SEVERAL reasons may be adduced to account for the fact that the Glee Club has not been so successful as formerly. First, the session has been very short, and in addition to this, the energies of the students have been more concentrated in view of the approaching examinations.

The untiring efforts of Prof. Johnson have been successful, on all occasions, in bringing forth a fair representation of members, and taking all the circum-

stances into consideration, there is reason for encouragement.

The great advantage to be derived from such a Club in connection with the Institute cannot be questioned. One of the decided improvements in our school system is that music holds a much more important place than formerly, and no one who lays claim to culture and refinement can afford to be entirely ignorant of this most pleasing of the Fine Arts. There can be no reason why the Club should not, in the future, become a more important organization, and it is to be hoped that the new students may join heartily with the present members during the coming session, and that all by their united efforts may uphold and foster an object so worthy of their support, being, as it is, calculated to repay, both in pleasure and profit, all those connected with it.

## THE COLLEGIATE INSTITUTE.

### BOARD OF EDUCATION.

Hugh Murray, Esq., *Chairman*; J. M. Gibson, M.A., LL.B., F. W. Fearman, Thos. White, M. D., J. B. Eager, C. R. Smith, B. J. Morgan, J. Cummings, S. H. Ghent, P. C. Blaicher, Jas. Osborne, A. Sutherland, John White, M. A., Jos. Fielding, A. M. Ross, J. Greenfield, G. Coumbe, J. M. Meakins, W. G. Reid.

### THE MASTERS.

George Dickson, M. A., *Head Master*.  
 W. A. Ballard, M. A., *Mathematics*.  
 T. C. L. Armstrong, M. A., *Modern Languages*.  
 P. S. Campbell, B. A., *Classics*.  
 C. Robertson, M. A., *Modern Languages*.  
 J. W. Spencer, B. A. Sc. Ph. D., F. G. S., *Science*.  
 G. W. Van Slyke, Ist (A) Provincial, *Mathematics*.  
 N. McKechnie, Fourth Year Undergraduate, Toronto University, *Assistant in Classics*.  
 W. M. Sutherland, M. A., *Commercial Master*.  
 Andrew Patterson, *Master of First Form*.  
 D. E. Sheppard, " " "  
 J. McInnes, *Assistant in Mathematics and English*.  
 Miss Bell, *Teacher of Lower First Form—Girls*.  
 Mrs. Davidson, *Teacher of Lower First Form—Boys*.  
 W. C. Forster, *Drawing Master*.  
 Prof. Johnson, *Music Master*.  
 Major Dearnlay, *Callisthenics*.

The preparation of students for the Universities is made a specialty. The large staff of masters enables the Insti-

tute to maintain a thoroughly organized UPPER SCHOOL. The time of *four* masters (University specialists) is given entirely to the Upper School in which are the following classes:

1. For Senior Matriculation exclusively.
2. For First Class Certificates, exclusively.
3. For Junior Matriculation, exclusively.

The usual classes for Intermediate and Second-Class Teachers, and for the preliminary professional examinations are still maintained in the Lower School.

The special features of the school are:

1st. Each department of the upper school is taught by a University trained man, who has made the subjects of his department a specialty in his University course.

2nd. Complete equipment for doing the work of both upper and lower schools. Not only is there a full staff of masters, but there is an ample supply of maps, mechanical apparatus used in applied mathematics, chemicals and chemical appliances for experiments, and apparatus for illustrating physics.

3rd. Large classes reading for matriculation in the Universities. *Arrangements are made for those who have all the subjects for matriculation prepared, except classics and modern languages, to join special classes in these subjects, to enable them to advance more rapidly than they would in the lower school.*

4th. A course of instruction in practical chemistry. Students will be taught both to manipulate and extemporize apparatus.

5th. A first class school museum, in which there are many hundred specimens of fossils and minerals. A collection of Canadian birds for which a medal was awarded at Philadelphia in 1876, and a collection of Canadian plants. There are also a human skeleton, models, etc., to illustrate physiology.

6th. Two flourishing literary societies among the students for the purpose of improving themselves in public speak-

ing and reading, and for the encouragement of literary and scientific work generally.

7th. A course of lectures on Literary and Scientific subjects by gentlemen not connected directly with the school.

8th. Classes in free-hand drawing, water color and oil painting. (See record of the school.)

9th. Advanced classes in vocal music. All the students are taught music, but none are permitted to join the advanced class until they can read music at sight.

10th. Regular instruction in military drill.

11th. A class in calisthenics for girls taught by Major Dearnlay.

12th. The publication of a school journal.

The object of this school is to impart a good education irrespective of the pressure of written examinations.

RECORD OF THE SCHOOL FOR THE YEAR 1878.

During the present year 19 entered Toronto University; 2 entered McGill; 2 entered Trinity; 1 entered Queen's; 1 entered Albert; 8 passed the local examination of Toronto University; 19 passed the local examination of McGill University; 2 obtained first class Teacher's Certificates; 35 passed the intermediate examinations in July last; 24 obtained third-class Certificates; 6 matriculated in law.

The following are the names of those referred to above:—

ENTERED TORONTO UNIVERSITY.

M. S. Fraser,	- - -	Hamilton.
W. Martin,	- - -	Leamington.
I. Pike,	- - -	Markham.
D. Minchin,	- - -	Shakspeare.
J. C. Fraser,	- - -	do
W. H. W. Boyle,	- - -	Allan Park.
D. Young,	- - -	Claremont.
A. Teehy, (part),	- - -	Richmond Hill.
James Stoddard,	- - -	Thorndale.
Geo. Kappelé,	- - -	Hamilton.
Jas. Ratcliffe, (Sch.)	- - -	Columbus.

F. T. Lyall,	- - -	Rockton.
F. W. Webber,	- - -	Hamilton.
J. A. McLean,	- - -	Agincourt.
N. McCallum,	- - -	Laskay.
Miss M. White,	- - -	Hamilton.
E. N. Webber,	- - -	Hamilton.
Frank Vale, (Med.)	- - -	_____
S. Johnson, (Med.)	- - -	_____

ENTERED QUEEN'S UNIVERSITY.

W. G. Brown,	- - -	Pickering.
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ENTERED MCGILL UNIVERSITY.

Jno. T. Reid,	- - -	North Mountain.
R. R. Wallace,	- - -	Hamilton.

ENTERED ALBERT UNIVERSITY.

J. A. Walker,	- - -	Glencoe.
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The following passed the

LOCAL EXAMINATIONS, TORONTO UNIVERSITY.

Misses L. Cox, L. Harrison, J. Somerville, J. Stewart, A. Troup, J. Wood, J. Edgar, M. Troup.

LOCAL EXAMINATIONS, MCGILL COLLEGE, MONTREAL.

Misses Harrison, Sinclair, White, Stewart J., Stewart M., Wood, Troup M., Troup A., Edgar, Somerville; Messrs. Ambrose, Fairclough, Kappelé G., Lawson, Livingstone, McKinnon, Ross, Vandewater.

FIRST-CLASS TEACHERS' CERTIFICATES.

Richard Hill and Wm. Alford, of Hamilton, obtained First Certificates as Public School Teachers.

MATRICULATED IN LAW.

J. A. Walker,	- - -	Chatham.
Wm. Lces,	- - -	Hamilton.
David O'Keefe,	- - -	Hamilton.
Jas. Connacher,	- - -	Hamilton.
Alexander Ambrose,	- - -	Hamilton.
Churchill Livingstone,	- - -	Hamilton.

The following is a statement of the Scholarships won by our students, on leaving the School:

1873, 2 Scholarships at Toronto University.

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1875, ve  
1876, ve  
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Alto don, (T ship), a a total How take ad of stud the last sity: 1 awarde School In th Scholar In th Classica Proficien In the guage Scholars The fo mediate Misses Calder, ( Haggart Moore, C ertson, J. Messrs man, Bro son, Fiel Tibb, U Vandewa Taking tions toge At the " " " Last ye tificates. This ye tificates. This re

1874, 3 Scholarships at Toronto University and 1 at London, (Eng.)  
 1875, 3 Scholarships at Toronto University and 1 at Knox College.  
 1876, 3 Scholarships at Toronto University and 2 at Knox College.  
 1877, 2 Scholarships at Toronto University and 2 at Knox College.  
 1878, 1 Scholarship at Toronto University, and 1 at Knox' College.

Altogether 14 at Toronto; 1 at London, (The Dominion Gilchrist Scholarship), and 5 at Knox College,—making a total of 20 Scholarships.

How far our students are prepared to take advantage of a University Course of study may be seen by referring to the last Class-List of Toronto University: The following Scholarships were awarded to the *ex-students* of the School:—

In the First Year.—1st Proficiency Scholarship.

In the Second Year,—1st and 2nd Classical Scholarships, and the 2nd Proficiency Scholarship.

In the Third Year,—1st Modern Language Scholarship, and the Blake Scholarship.

The following passed the recent Intermediate Examination:—

Misses Ashmore, Alexander, Burrows, Calder, Carnie, Durdon, Edgar, Gillespie, Haggart, McKean, Meston, Moore, E., Moore, C., Munroe, Robertson, H., Robertson, J., Sinclair, Stewart.

Messrs. Barr, Bell, Bowerman, Bowman, Brodie, Carruthers, Clark, Davidson, Field, Freeman, Kraft, McPherson, Tibb, Urquhart, Williamson, Wilson, Vandewater.

Taking the 5 Intermediate Examinations together, no fewer than 128 passed:

At the 1st Intermediate,	21	passed.
“ 2nd “	23	“
“ 3rd “	16	“
“ 4th “	33	“
“ 5th “	35	“

Last year 2 obtained First Class Certificates.

This year 2 obtained First Class Certificates.

This record includes only those who

were students of the school at the time of passing this Examination. Intermediates are not counted a second time.

Since 1873, 64 students of this School have gone to the Universities; 54 of whom entered Toronto University, gaining 4 classical, 4 mathematical, 5 general proficiency, and 1 in modern language Scholarships.

FINE ARTS OF THE SCHOOL.

At the Provincial Fair, held at Toronto, Mr. J. K. Lawson, member of Upper First Form, was awarded first prize for Crayon Portrait, and second prize for the same kind of work.

At the Hamilton Central Fair he was awarded

Two First Prizes for Water Colors,  
 “ “ “ Crayon Portraits.  
 One “ “ “ Landscape.  
 Second “ “ “ Copy.

At the Fair held at Milton, Ont., Miss Harrison was awarded first prize for drawing in Sepia, and second prize for drawing in Water Colors; also second prize for painting in Oils.

Miss Harrison was a member of Mr. Forster's class for water color drawing and oil painting.

Two cases of drawings done by the First Form pupils were also exhibited and were awarded an extra prize.

The class in Water Color drawing and Oil Painting is now organized, and meets on the afternoons of Monday and Friday.

Exhibitions, Scholarships, Prizes, &c., of the value of over \$1,000 will be offered for competition among the Students of the school during 1879.

STUDENTS, SUPPORT THOSE WHO SUPPORT US.

Get your books from J. Eastwood or Jas. Vannevar,  
 And Grossman keeps music for flute or guitar;  
 Go to Lees for your watches and fancy gold rings,  
 To Lawson or Leask for gents' furnishings;  
 Buy your drugs from McMichael, leave your measure  
 with King,  
 He'll make you a suit that will be "just the thing"  
 In which to invite her to alter her name.  
 And if you succeed then call on Zingsheim.  
 The house being furnished, the joining all done,  
 You will get the best photos. from L. Eckerson.  
 If to these things at present you cannot attend,  
 You can mention our patrons to every friend.

## SOLUTIONS TO THE EXERCISES IN FODHUNTERS' EUCLID.

*(Continued from the October Number.)*

73. AB, DC the parallel lines joined by AD, BC, let AB be less than DC, thro' B draw BE  $\parallel$  AD meeting DC in E then AB ED is a  $\square$   $\therefore$  BE = AD = BC  $\therefore$   $\angle$  BCE = BEC and BAD = BED  $\therefore$  A + C =  $\angle$ s at E = 2 rt.  $\angle$  s.
74. ABCD as in last fig. DAB, ABC the =  $\angle$ s. Prod. DA, CB to meet at E then EAB is an isos.  $\triangle$ , and AD = BC  $\therefore$  EDC is isos.  $\therefore$  &c.
75. ABC a  $\triangle$ , BD, CE drawn to opp. sides and cutting in F then if BF = FD and CF = FE the  $\triangle$  EBF must = FDC and they are alt.  $\angle$ s  $\therefore$  BE  $\parallel$  DC wh. is absurd  $\therefore$  &c.
76. ABCD the quad. join BD then by I. 8. the  $\angle$  ABD = BDC  $\therefore$  AB  $\parallel$  DC and similarly AD  $\parallel$  BC.
77. ABCD the quad. then  $\angle$  A + B = C + D but A + B + C + D = 4 rt.  $\angle$ s  $\therefore$  A + B = 2 rt.  $\angle$ s  $\therefore$  AD  $\parallel$  BC; similarly AB  $\parallel$  DC.
78. ABCD the  $\square$  whose diag<sup>s</sup>. cut at E, then alt.  $\angle$ s ABD, BDC are equal, and BAC, ACD are equal, also AB = DC  $\therefore$  (I. 26) AE = EC + DE = EB.
79. In last fig. AE, 2 B = CE, ED each to each and  $\angle$  AEB = CED  $\therefore$   $\angle$  BAE = ECD  $\therefore$  AB  $\parallel$  DC &c.
80. ABCD the  $\square$ . Join BD then  $\angle$  ABD = CBD and ADB = CDB  $\therefore$  (I. 26) AB = BC  $\therefore$  &c.
81. A the gn. pt., B the gn. line, CD, EF the  $\parallel$  lines. From cen. C with radius = B desc. a O cutting EF in E, thro' A draw a line  $\parallel$  CE, this shall be the line reqd.
82. AE, BE the bisecting lines, then bec. A + B = 2 rt.  $\angle$ s  $\therefore$  EAB + EBA = rt.  $\angle$ .  $\therefore$  AEB = rt.  $\angle$ .
83. Each of them makes a rt.  $\angle$  with the line bisecting one of the other  $\angle$ s  $\therefore$  &c.
84. In fig. of 78 DA, AB = CB, BA and base DB = AC  $\therefore$   $\angle$  DAB = CBA  $\therefore$  &c.
85. AEB, CED the two lines, draw two lines  $\parallel$  to these and at the respective gn. distances, these lines will cut one another in the reqd. pt. There are 8 such pts.
86. AB, AC the two lines, D the gn. length, F. the line to wh. the other is to be drawn  $\parallel$ , thro' B draw BH = D and  $\parallel$  F, thro' H draw HK  $\parallel$  AB meeting AC in K, thro' K draw KP  $\parallel$  BH, and meeting AB in P, KP is the line reqd.
87. ABE, BCF, CDG the  $\triangle$ s, join EF, FG then BE = BA and BF = BC and  $\angle$  EBF = ABC  $\therefore$  EF = AC &c.
88. ABCD the  $\square$ , then if A is increased B must be diminished and AB, BC remain the same  $\therefore$  base AC becomes less (I. 24.)
89. AD, BE, CF the 3  $\perp$ s. draw GBH  $\parallel$  DEF meeting AD and CF in GH. Then the alt.  $\angle$ s GAB, BCH are equal and GBA = CBH also AB = BC  $\therefore$  GA = CH  $\therefore$  AD + CF = GD + HF = 2 BE.
90. By 89 each pair is doubled the  $\perp$  drawn from the intersection of the diags.
91. ABCDEF the fig. then ABDE is a  $\square$   $\therefore$  BE passes thro' the middle pt. of AD, also ACDF is a  $\square$   $\therefore$  FC passes thro' middle pt. of AD.
92. Join CE and prod. it to F making EF = CE, thro' F draw FG  $\parallel$  AC meeting

- AB in G, join GE and prod. it to meet AC in H then (I. 26)  $GE=EH$ .
93. A the gn. pt., B the intersection of the diags. Join AB and prod. it to meet the opp. side in C. Thro' B draw DBE at rt.  $\angle$ s to AC and meeting the sides of the  $\square$  in DE, ABCE is the rhombus reqd.
94. Let them meet the diag. in H, G, respectively. Thro' G draw GK  $\parallel$  BC meeting BE in K. Then bec. DE, FB are = &  $\parallel \therefore BE \parallel FD$  and KG is  $\parallel$  BF  $\therefore KG=BF=FC$  and  $\angle HKG=GFC$ , and  $HGK=GCF \therefore HG=GC$ , similarly  $HG=AH$ .
95. Let E be the middle pt. of DC. Draw FEG  $\parallel$  AB meeting BC in G and AD prod. in F; then  $\triangle DEF = GEC$  (I 26). To each add the fig. AB DEG  $\therefore$  &c.
96. In fig. of 95  $ABCD = ABGF = 2 AEB$ .
97. Let ABCD be the  $\square$ . E middle pt. of diag. Draw FEG meeting AD in F and BC in G. Thro' E draw a line  $\parallel$  AB then the  $\square$  thus formed = AB GF and also = FGCD  $\therefore$  &c., (FEG is bisected in E by 36).
98. Join the gn. pt. and the middle pt. of the diag. This line prod. is the line reqd.
99. ABCD the  $\square$ , AB, CD the longer sides. From cen. A at dist. AB disc. a cir. cutting CD in E, join AE and thro' B draw BF  $\parallel$  AE meeting CD (prod., if necessary, in F). ABFE is rhombus reqd.
100. ABC, DEF the  $\triangle$ s having AB,BC = DE,EF. Place the  $\triangle$ s so that AB falls on DE, C and F being on opp. sides  $\therefore$  CBF is a st. line, and ABC, ABF are on = bases and bet. same  $\parallel$  s.  $\therefore$  &c.
101. EF passes thro' middle pt. of diag., and is bisected by it,  $\therefore DE = BF \therefore$  the  $\triangle$ s are on = bases and bet. same  $\parallel$  s.
102. ABCD the  $\square$ , E intersection of diags. Then  $\triangle$ s ADE, AEB are on = bases DE,EB, also AEB, BEC are on = bases AE, EC  $\therefore$  &c.
103. To each add  $\triangle$  DEA  $\therefore \triangle$  ABD = CAD and they are on same base AD and  $\therefore$  between same  $\parallel$  s.
104. E intersection of diags. Then  $\triangle$ s PAE, PCE, being on = bases AE, EC, are =, also AEB, CEB are =,  $\therefore$  whole or remr. PAB = PCB.
105. ABCD the quad. E intersection of diags. Prod. BD to F, making DF = BE, also AC to G making CG = AE; join FG then  $\triangle$  has its sides = diags. of quad. Join AF, CF. Then  $\triangle$  AEB = AFD, bec. FD = BE and FAE = FCG, bec. AE = CG, also CBE = CDF,  $\therefore$  &c.
106. ABC the  $\triangle$ . D,E middle pts. of AB,AC, then bec. BD = DA  $\therefore$  CBD =  $\frac{1}{2}$  ABC = BEC and they are on same base BC  $\therefore$  DE  $\parallel$  BC.
107. By 106 these lines are  $\parallel$  to diags. of quad.  $\therefore$  &c.
108. Join DE, then  $\triangle$  DBC = EBC (on the same base and bet. same  $\parallel$  s) Take BFC from each  $\therefore$  BFD = CFE. Again BAE = BCE (on = bases AE, EC) parts of wh. BDF, CEF are =,  $\therefore$  remr. ADFE = BFC.
109. ABC, D, E, as in foregoing, F middle pt. of BC, then by 106 DE  $\parallel$  BC and EF  $\parallel$  AB  $\therefore$  BDEF is  $\square$ ,  $\therefore$  DE = BF = FC &c.
110. Join BD then by 109 EG, FH are both  $\parallel$  BD,  $\therefore$  &c.
111. Thro' each pt. draw a line  $\parallel$  the line joining the other two the 3 lines so drawn will form the  $\triangle$  reqd.
112. In fig. of 106 BE bisects  $\triangle$  ABC and DE bisects ABE  $\therefore$  &c.
113. FD = FA (59)  $\therefore \angle$  FDA = FAD, similarly EAD = EDA  $\therefore$  &c. Secondly  $\triangle$  DEF = AEF =  $\frac{1}{4}$  ABC  $\therefore$  AEDF =  $\frac{1}{2}$  ABC.
114. Lines drawn thro' the vertices  $\parallel$  the base will be equidistant from the base bec. the  $\triangle$ s are = in area  $\therefore$  &c. (37).
115. AB, BC, CD the 3 bases; EF, FG, GH the sides respectively opposite, join AG, BH cutting BF, CG in P, Q. Then BP = PF (I. 26)  $\therefore \triangle$  GBP,

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- = GFP, similarly GBQ = CBQ  $\therefore$  GPBQ =  $\frac{1}{2}$  FBCG.
116.  $\triangle AFD = \frac{1}{2} ABCD \therefore AFB + DFC = \frac{1}{2} ABCD$ . But  $GDC = \frac{1}{2} ABCD$   
 $\therefore AFB + DFC = GDC \therefore$  &c.
117. Join DC, thro' B draw BE  $\parallel$  DC meeting AC prod. in E, join DE; then DBC, DEC are on same base DC and bet. same  $\parallel$ s &  $\therefore =$ , to each add ADC  $\therefore ADE = ABC$ .
118. Join AD (the gn. pt.), thro' C draw CE  $\parallel$  AD meeting BA prod. in E, join DE, then  $\triangle ADE = ADC$  to each add ABD  $\therefore EBD = ABC$ .
119. P the pt. in CD, FPG  $\parallel$  AB, join AP, BP, thro' D draw DF  $\parallel$  AP & thro' C draw CG  $\parallel$  BB, join AF, BG; AFGB shall be quad. reqd. For  $\triangle AFP = ADP + PGB = PCB \therefore$  &c.
120. In previous fig. draw FH, PA & GK  $\parallel$  PB meeting AB prod. in H, K, join PH, PK; PHK shall be  $\triangle$  reqd. For  $\triangle PAH = PAF$  and  $PBK = PBG \therefore$  &c.
121. Prod. AC to meet the gn. line in D, join BD draw CE  $\parallel$  BD meeting AB in E, AED shall be the  $\triangle$  reqd. For  $\triangle CDE = CBE \therefore ADE = ABC$ .
122. ABC the  $\triangle$ . In AB take any pt. D; E middle pt. of AB, join CD and draw EF  $\parallel$  CD meeting AC in F, join DF DF shall bisect ABC; For  $FCE = FDE$  to each add FEA  $\therefore FDA = CEA = \frac{1}{2} ABC$ .
123. ABCD the quad. E middle pt. of BD, thro' E draw EF  $\parallel$  AC meeting CD in F, AF shall bisect the quadl. For  $\triangle AFC = AEC \therefore AFCB = AECB = \frac{1}{2} ABCD$ .
124. If not, if possible let O fall within  $\triangle ABC$ , OK  $\parallel$  AB meeting AC in K, thro' K draw a line  $\parallel$  AD then  $DK = KB$  (I 43)  $\therefore DO$  is gr. than OB wh. is impos.  $\therefore$  &c.
125.  $\angle BCF = DCA$ , to each add ACB  $\therefore ACF = DCB$  and DC, CB = AC, CF each to each  $\therefore$  &c.
126. ABC the acute  $\angle$ . Draw BD  $\perp$  AB and make  $BD = BC$  then AD is gr. than AC (I. 21), but sq. on AD = sqs. on AB, BD = sqs. on AB, BC  $\therefore$  &c.
127. Construct as above, &c.
128. Let sq. on AC be less than sqs. on AB, BC. Draw BD  $\perp$  AB and = BC Then sq. on AD = sqs. on AB, BD  $\therefore AC$  is less than AD  $\therefore \angle ABC$  is less than ABD and  $\therefore$  acute. And similarly for the obtuse  $\angle$ .
129. ABC the  $\triangle$ , DE  $\parallel$  BC, join BE, CD, then sqs. on BE, CD = sqs. on BA, AE, CA, AD = sqs. on BC, DE.
130. Draw PQR  $\parallel$  AB meeting AD in Q and BC in R then sqs. on PA and PC = sqs. on PQ, QA, PR, RC = sqs. on PQ, RB, PR, QD = sqs. on PB, PD.
131. If sq. on AB = 3 times sq. on AC, then sq. on BC = 4 times sq. on AC  $\therefore AC = \frac{1}{2} CB = CD$  (D middle pt. of CB)  $\therefore ADC$  is equilat.  $\triangle$ ,  $\therefore$  &c.
132.  $4 BE^2 = 4 BA^2 + 4 AE^2 = 4 BA^2 + AC^2$ ;  $4 CF^2 = 4 CA^2 + AB^2 \therefore$   
 $4 BE^2 + 4 CF^2 = 5 AB^2 + 5 AC^2 = 5 BC^2$ .
133. Draw DH  $\perp$  GB prod., then  $\triangle BHC =$  in all respects  $BAC \therefore GB = BH \therefore GD^2 = 4 GB^2 + DH^2 = 4 AB^2 + AC^2$  Similarly  $EF^2 = 4 AC^2 + AB^2 \therefore$  &c.

(To be continued in our next.)

MATHEMATICAL NOTES.

I. The method of factoring  $x^3+a^3$ , and  $x^3-a^3$  is not made so simple as it might be in the text books, nor is the most usually made of it. The binomial factor  $x+a$  or  $x-a$  may be obtained by dividing the indices by 3 and making no other change in the expression, and then the trinomial factor may be formed from the factor already found, by taking the squares of its two terms together with their product with changed sign. Thus the co-factor of  $x+a$  is  $x^2+a^2-xa$ , and of  $x-a$  is  $x^2+a^2+xa$ .

This method of factoring may be applied in all cases where the indices are multiples of 3; thus to factor  $x^{18}-a^{24}$ , dividing the indices by 3, the expression becomes  $x^6-a^8$ , this is the first factor; the other is formed by squaring  $x^6$  and  $-a^8$  which gives  $x^{12}$  and  $a^{16}$ , taking their product  $-x^6a^8$ , changing its sign, and adding these three resulting terms together thus,  $x^{12}+a^{16}+x^6a^8$ . The factors are therefore  $x^6-a^8$  and  $x^{12}+a^{16}+x^6a^8$ .

The general form of the binomial whose indices are multiples of 3 is  $x^{3m} \pm a^{3n}$ , and its factors are  $x^m \pm a^n$  and  $x^{2m} \mp x^m a^n + a^{2n}$ .

The expression  $x^{3m} \pm y^{3n}$  may be resolved into an unlimited number of factors by successive applications of this method; an exercise which we leave for our mathematical readers.

II. Algebraical quantities are sometimes submitted for factoring under a seemingly impossible form, e. g.,  $x^4+4y^4$ , where we have the sum of two squares. This is factored thus:—

$$\begin{aligned} x^4+4y^4 &= x^4+4x^2y^2+4y^4-4x^2y^2 \\ &= (x^2+2y^2)^2-(2xy)^2 \\ &= (x^2+2xy+2y^2)(x^2-2xy+2y^2) \end{aligned}$$

This method will apply to all such cases, that is where the indices are any (the same or different) multiples of 4, as  $x^{4m}+4y^{4n}$  which has  $x^{2m}+2y^{2n}+2x^m y^n$  and  $x^{2m}+2y^{2n}-2x^m y^n$  as its factors. A still more general form is  $x^{4m}+4p^4y^{2n}$ , which we leave for our readers to factor.

III. A correspondent asks for the solution of the equations:—

$$x^3+y^3=35 \text{ --- (1); } x^2+y^2=13 \text{ --- (2).}$$

$$\begin{aligned} x^3+y^3 &= (x+y)(x^2+y^2-xy) \\ &= (x+y)(13-xy) \\ &= 13(x+y)-xy(x+y)=35 \\ \therefore 39(x+y)-3xy(x+y) &= 105 \\ \therefore 3xy(x+y) &= 39(x+y)-105 \end{aligned}$$

$$\therefore \text{By adding (1) } x^3+y^3+3xy(x+y)=39(x+y)-70$$

$$\therefore (x+y)^3=39(x+y)-70$$

$$\therefore (x+y)^3-25(x+y)=14(x+y)-70$$

$$\therefore (x+y)\{(x+y)^2-25\}=14(x+y)-5$$

$x+y-5$  is  $\therefore$  a common factor, and  $\therefore 5$  is one value of  $x+y$ ;  $\therefore$  from

$$(x+y)(13-xy)=35$$

$$\text{we obtain } 13-xy=7$$

$$\text{or } xy=6$$

$$\therefore 2xy=12$$

Subtract this from (2) and we have  $x^2-2xy+y^2=1$

$$\text{or } x-y=1 \text{ and } x+y=5$$

$$\therefore x=3 \text{ and } y=2$$



## LITERARY COMPETITION.

THE competitive examination in connection with the Literary Society was held in the Hall of the Institute on Friday evening, Dec. 6th, and passed off in a very satisfactory manner. The decision arrived at by the Society, that a portion of its surplus funds should be appropriated to the purchase of prizes for public speaking, reading, vocal and instrumental music, was referred to in the last issue of the QUARTERLY.

There were five entries for public speaking, of whom the successful competitors were, first, Mr. C. J. Atkinson, who took for his subject "Temperance," and gave a very interesting address. The second prize was awarded to Mr. W. Hunter, who spoke upon "Oliver Cromwell." It consisted of a vindication of the acts and character of the great leader of the commonwealth. The well measured sentences and the energy of Mr. Hunter was more than counterbalanced by the culture which Mr. Atkinson displayed, which showed plainly that he was not quite a stranger to the public platform.

There were four entries for reading and recitation. The first prize was carried off by Mr. J. J. Elliott, who rendered in a very creditable manner the "Speech of Henry Fifth to his Soldiers." The second prize was awarded to Miss C. S. Coventry, who gave a selection by Aytoun, entitled "The Widow of Glencoe." The sentiment of the reading was very well brought out, both by gesture and expression. A number of the readers who were not awarded prizes did themselves much credit by the manner in which they rendered their selections.

Nine essays were given into the hands of the judges, who awarded the first prize to Mr. T. Ratcliffe, whose essay upon "Decision of Character" may be seen in the columns of this issue. The second prize was awarded to Mr. A. Lawson, whose essay was entitled "Influences," and which will, in all probability, appear in the next number of the QUARTERLY.

There were eight entries in vocal and instrumental music. In the vocal department the ladies and gentlemen were judged separately. Miss Hagar received the prize in the ladies, and Mr. R. C. Tibb in the gentlemen's department. In instrumental music the first prize was awarded to Mr. T. L. Willson, and the second to Miss M. Stewart.

The judges in the literary departments were Rev. Dr. Burns, Principal of the Wesleyan Female College, and Messrs. H. B. Witton, J. M. Gibson, J. McQuestion and F. Walker, and in the musical department, Profs. Whish, O'Brien and Ambrose. The result of the competition has, on the whole, been very satisfactory, and has added to the interest of the Society's meetings in every way. We hope to be able to make larger appropriations upon future occasions, and as the competitions will, in all probability, be half-yearly, it will be worthy the consideration of any of the students who may be the least ambitious in any of these departments, so that they may attend to the development of their literary and musical talents. In our day, when the tendency is to be, perhaps, more theoretical than practical, the real benefits of such competitions cannot be fully estimated by those who take part in them. In the ordinary routine of business in any literary society, the members are obtaining a business tact which they need in life, and, in the contests for prizes, they assume responsibilities which are calculated to call forth their energies, and that enthusiasm which is essential to success, in whatever calling we engage in life.

It is to be hoped, that with the increased number of students the coming session may be one of more than ordinary interest in all the departments of work, and that none may neglect to avail themselves of the advantages offered in our Literary Society in all its different fields of public speaking, essay-writing, reading, recitation and music.

Remember the QUARTERLY is only ten cents (10 cts.) per number.

## PUBLIC ENTERTAINMENT.

SOME time ago it was decided that the prizes given by the Society should be awarded at a public meeting at which the prize winners should furnish the entertainment in order that the public might have an opportunity of judging of the work done by the Society. The awards having been made by the judges, the following programme was accordingly arranged for the evening of the 13th December, and duly announced in the public press :

## PROGRAMME.

## PART I.

- |                          |                      |
|--------------------------|----------------------|
| 1. Piano Solo,           | Mr. T. L. Willson.   |
| "Strike the Cymbal."     | <i>Groebé.</i>       |
| 2. Reading,              | Miss C. S. Coventry. |
| "The Widow of Glencoe."  | <i>Aytoun.</i>       |
| 3. Solo,                 | Mr. R. C. Tibb.      |
| "Consider the Lilies."   | <i>Topliff.</i>      |
| 4. Reading,              | Mr. J. J. Elliott.   |
| "Henry V. at Agincourt." | <i>Shakspeare.</i>   |
| 5. Piano Solo,           | Miss M. Stewart.     |
| "The Christmas Bells."   | <i>Wilson.</i>       |

## PRESENTATION OF PRIZES.

## PART II.

- |          |                |
|----------|----------------|
| 7. Solo, | Miss M. Hagar. |
| 8.       | DEBATE.        |

*Resolved*,—That man's success in life depends more upon powerful friends than upon personal merit.

*Affirmative.*

Mr. W. Hunter,  
Mr. R. C. Tibb,

*Negative.*

Mr. C. J. Atkinson,  
Mr. J. Reid.

- |                  |                   |
|------------------|-------------------|
| 9. Piano Solo,   | Miss A. Cummings. |
| "Turkish March." | <i>Mozart.</i>    |

## GOD SAVE THE QUEEN.

The hour for commencing the programme having arrived, Mr. Murray (chairman of the board of education,) took the chair. There were with him on the platform, Mr. Dickson, (the Principal of the Institute), and several members of the Board. A few brief but appropriate remarks by the Chairman opened the proceedings. Shortly after commencing the programme, the audience showed a disposition to encore when the Chairman announced that no encores could be received as the pro-

gramme was full and would occupy all the time. All of those who participated in the first part of the entertainment performed their parts as became prize winners. The presentation of the prizes, which was conducted by Mr. Witton, closed the first part of the programme. The prize winners and prizes were as follows : Mr. J. C. Atkinson as first prize for speaking, received two very finely bound copies of the poems of Shelley and Cowper, valued at \$6.00. The second prize in this department consisted of a Classical Dictionary, valued at \$4.50, and was awarded to Mr. W. Hunter. Mr. T. Ratcliffe received as first prize for essay writing, Macaulay's History of England, valued at \$5.50, and Mr. A. Lawson as second prize, DeArcy McGee's poems, valued at \$4.00. Mr. J. J. Elliott was awarded as first prize for reading copies of the poetical works of Scott and Burns, valued at \$4.50, the second prize, a Scrap Book, valued at \$3.00, falling to Miss C. S. Coventry. In instrumental music, Mr. T. L. Willson received Thompson's poems, valued at \$4.00 as first prize, and Miss M. Stewart as second prize, received the poems of Pope, valued at \$2.50, Miss M. Hagar was awarded "Chronicles of the Schonberg Gotta Family," valued at \$3.00 as the first prize, in vocal music for ladies, and Mr. R. C. Tibb as first prize for gentlemen, received "On both Sides of the Sea," valued at \$3.00.

While making the presentations, Mr. Witton offered appropriate words of advice and encouragement to those who had participated in the competition.

Miss Hagar opened the second part of the entertainment with the song announced in the programme, rendering it in an acceptable manner. The debate, which had been looked forward to as the event of the evening, came next on the programme. All the gentlemen fully sustained their former reputation as speakers, and dealt with the question in such a way as to show that they had given it careful thought, some of them

at times becoming eloquent. The debate occupied an hour-and-a-quarter, and even then the speakers did not seem to have nearly exhausted their arguments.

To lavish further praises upon Miss Cummings, of whose playing so much has been said of late is unnecessary, we will therefore only say that her rendering of the Turkish March was equal to anything we have heard her play. This closed the programme which had been carried out in full, and from the appreciation manifested by the audience, it was evident that all were well satisfied with the proceedings throughout.

The Rev. D. H. Fletcher being called on by the Chairman, made some very complimentary remarks, saying that he was most agreeably disappointed, that the entertainment had been far beyond his most sanguine expectations, and that he would avail himself of an early opportunity to attend more of the Society's meetings.

The President, on behalf of the Society, thanked the audience for their hearty response to the invitation to attend the meeting, and expressed the hope that its success was only an indication of greater results to follow at future public entertainments. He then, after referring to the kindness of Mr. Witton and the other gentlemen who acted as judges for the Society at the recent competition moved, that the thanks of the audience be tendered him for the able manner in which he had distributed the prizes. Mr. Witton made a suitable reply, stating that he would always consider it a pleasure as well as an honor to have the privilege of performing similar work for the Society.

A unanimous vote of thanks was next accorded to the Chairman who made an appropriate response.

A meeting alike pleasing to the audience and gratifying to the Society, was now terminated by singing the National Anthem.

—♦♦♦—  
 Advertise in the Quarterly.

## OUR TERMS.

ALTHOUGH the price of the QUARTERLY has been fixed for some time, we have never published our terms or asked for subscriptions. Its object has not been to make money, but to afford the members of the Society to which it belongs a means of literary culture. The expense, however, of publishing the thousand copies that we publish is considerable, and we have therefore decided to announce that we will send it to any address on the receipt of ten cents (10 cts.) per number, hoping that it possesses sufficient merit to insure a large paid circulation.

The expense of publishing it has heretofore been met by the sales to students and friends in the city, and the advertisements which it contained. These have been sufficient to sustain it as we have published it in the past; but we are ambitious to improve it, and, as we expend all the money we make out of it in publishing it, we feel that if this call is heartily responded to we will be able to make our paper much more attractive than we have yet made it.

To those who have not received copies heretofore, we would say that we think the present number is a fair sample of what it is has been since its appearance in its present form. Besides essays and articles similar to those in the present number, it has contained valuable examination papers, notes on the lessons in the Fourth Reader assigned for the examination for entrance to the High Schools, solutions to problems in mathematics, answers to difficult questions in English grammar, and much other matter valuable to teachers and students. In our last issue we commenced to give solutions to the deductions in Todhunter's Euclid, we have continued them in the present, and will do so in the next and future numbers.

We have now published five numbers of the QUARTERLY in its present form, and have still on hand a few copies of each number that may be had on application.

We have endeavored in the past to make our paper readable, and the very complimentary notices we have received from the press all over the Province, we think, justify us in believing that we have succeeded, we shall endeavor to merit a continuance of the approving smile of our friends.

All communications addressed to the "Business Managers of the Quarterly Collegiate Institute, Hamilton," will receive our prompt attention.

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Students, remember that you can do as well by dealing with those who advertise in our columns as you can anywhere else, besides it is our duty to patronize those who patronize us. Many of our patrons have advertised with us ever since the QUARTERLY was started. They are amongst our most reliable business men, and those who deal with them can depend on getting satisfaction.

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### TO ADVERTISERS.

We desire to call the attention of advertisers to the following advantages offered by THE QUARTERLY as an advertising medium. The first and most important consideration is, we offer the great desideratum in advertising—very low rates. Our paper circulates amongst the very best class of the community, viz. : students, teachers, ministers, and friends of education. We endeavor to make our paper so attractive that it will be preserved for future reference instead of being destroyed as soon as read, as is the case with the majority of papers. It is our intention to continue to expend all that we make out of it in improving it and extending its circulation so that each advertiser will share the profits of our labor. We already publish a thousand copies, and hope at the close of the next volume to be able to announce double this circulation.

### EXCHANGES AND REVIEWS.

THE CANADA SCHOOL JOURNAL for December has just come to hand. It is neat and well printed as usual, and the matter is up to its usual standard. A short biographical notice of the Principal of the New Brunswick Normal School may be interesting to those acquainted with the gentleman, but is not likely to add much to our literature. Quite a number of exchanges have been brought into requisition, from which the editors, with commendable liberality have taken a variety of extracts, which have the merit of being copious if not judicious. It is, we think, a misfortune that the editors have seen fit in their wisdom to impart such an advertising air to the "Journal." Push and energy are no doubt duly appreciated by the majority of teachers of Ontario, but a somewhat modified variety and a more dignified tone would be more calculated to advance the interests of the profession.

"Books on Self Culture for Teachers," gives some useful information to young teachers, and advises them not to spend their time over the twaddle and trash of fashion papers and dime novels (!)

A short paper on the value of written examinations would be redeemed from its foolishness if it were at all applicable to Ontario schools.

The contributions from correspondents are *heavy* with reading matter of a very useful nature when well treated.

In the practical department some imaginary mistakes (too simple ever to occur) are gallantly pointed out to an imaginary teacher who says to a boy "you don't know nuthen." If these are continued they will, no doubt, prove beneficial—to the writer.

The personals continue to occupy their usual space and importance—to the individuals mentioned.

Ontario notes has the usual exuberance of modest anecdote of the Dr.

Miss Alice, at the end, is a touch of nature of a light variety that would redeem great weight of matter if it

were not improbable. We hope the editorial staff may continue to cater to the wants of teachers, and would suggest an increase in the numbers, that many hands may make *light* work.

THE TYRO is a periodical published by the students of the Canadian Literary Institute, Woodstock. It is designed to be a medium of communication between the Institute and its friends. The October number contains a very true portrait of the late Dr. Fyfe; indeed, the whole number is devoted to his memory.

QUEEN'S COLLEGE JOURNAL came to hand fresh with interesting matter. The opening address delivered by Prof. Dupins is given *in extenso*, and is well worthy of a careful perusal. Principal Grant seems to have infused new life and vigor into everything connected with Queen's. The endowment funds recently collected amount to \$150,000.

ACTA VICTORIANA contains a great deal of educational news, and gives prominence to its own societies and other institutions connected with the University. The ACTA is a success.

COLLEGIATE INSTITUTE HERALD of Kingston is always welcome; it is one of the few educational papers in Canada that make "no uncertain sound;" it states its opinions manfully and doesn't hesitate to show its colours when educational matters are under discussion.

CANADA EDUCATIONAL MONTHLY.—We have received the Prospectus of the Canada Educational Monthly. The mere fact that it is to be under the editorial management of Mr. G. Mercer Adam is sufficient guarantee that it will be a magazine of literary merit. Mr. Adam in his prospectus says:—"It need only be added that the publication is designed to be conducted on the broadest, most tolerant and most courteous principles. Articles dealing with controverted topics, or criticising official and departmental work, will be written with scrupulous fairness, and in a dispassionate manner. The contributions of most timely and useful interest, when

tersely written, and in good literary form, will find ready insertion. Emphatically, THE MONTHLY will not be the organ of any monopoly in the book trade, or of any section of the profession. Its aim, broadly, will be to utilize all the forces of educational effort; to imbue it with a more active, harmonious and liberalizing influence; and to direct it into channels of action conducive to the increased culture and scholarly acquirements of the Teachers of Canada, and to their consequent enhanced dignity and usefulness."

We wish the CANADA EDUCATIONAL MONTHLY much success.

HIGH SCHOOL JOURNAL, Morrisburg.—The first number of this lively school paper has just been received. It is neatly printed, and contains a variety of well written articles; we are happy to place the journal on our list of Exchanges.

Want of space compels us to omit notices of our other Exchanges.

ADVICE TO STUDENTS.—Sit up to the table when you read; easy chairs abolish memory. Do not go on reading the same book for too long at one sitting. If you are really weary of one subject, change it for another. Read steadily three hours a day for five days in the week. Check the accuracy of your work as soon as you have finished it. Put your facts in order as soon as you have learnt them. Never read after midnight. Do not go to bed straight from your books. Never let your reading interfere with exercise or digestion; and lastly, if you can, keep a clear head, a good appetite, and a cheerful heart.—*Medical Examiner*.

Where there is much desire to learn, there of necessity will be much arguing, much writing, many opinions; for opinion in good men is but knowledge in the making.—*Milton*.

Each of our patrons is supplied with a free copy of THE QUARTERLY. Those failing to receive it will please let us know.

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## WELCOME.

(WRITTEN FOR THE QUARTERLY.)

All loyal hearts in this broad land,  
 Are beating as one to-day.  
 We take our place with one consent,  
 And our grateful homage pay.

The shout of a nation's welcome  
 Is heard from the Eastern strand,  
 And is carried upon the breezes,  
 Through all the Western land.

The bells ring out their joyful chimes,  
 And the flags are flaunting free,  
 For those who have come to dwell with us  
 From across the stormy sea.

From mast-head, spire and city tower  
 Are a thousand pennons seen,  
 And each speaks forth a welcome  
 To the daughter of our Queen.

And for him—her royal husband,  
 There are a thousand welcomes too;  
 Hail! from the land of Scotia,  
 One of Celtic blood so true.

Hail! England's Queen. A nation's heart  
 Is laid at thy royal shrine,  
 We cherish the place we hold to-day  
 In that regal heart of thine.

*This is a fact* that Mr. ——— has been successful in making a large amount of money by speculating in mining stock. The daily papers repeated it so often that people began to think it was a lie.

There have been altogether five European Monarchs shot at during the current year by Socialists; the latter by the way, are about the worst gawks with a pistol it is possible to conceive of. If this gunning for potentates is to have anything of a run, the sooner Americans provide their President with a burglar-proof safe to sleep in the better.

By an error in a city printing office, the name of a young man who was up for election as secretary of a base ball club, was substituted for that of the regular nominee for Aldermanic honors, and the mistake was not discovered until after the election. The result was that they had one honest man in the Council.

When a Toronto city official is wanted on business, they first inquire at the nearest saloon, and then call at his office. If he is at neither place, it proves that there must be a dog-fight somewhere.

## FRAGMENTS.

[Read the 1st and 3rd line; then the 2nd  
and 4th, &c., &c.]

Happy the man must pass his life,  
If freed from matrimonial chains;  
Who is directed by his wife  
Is sure to suffer for his pains.

What tongue is able to unfold  
The falsehood that in woman dwells,  
The worth in woman we behold  
Is almost imperceptible.

A man could find no solid peace,  
When Eve was given him for a mate;  
Till he beheld a woman's face,  
Adam was in a happy state.

For in the female will appear  
Hypocrisy, deceit and pride;  
Truth, darling of a heart sincere,  
In woman never can reside.

They're always studying to employ,  
Their time in malice and in lies,  
Their leisure hours in virtuous joys  
To spend ne'er in their thoughts arise.

Destruction take the man I say  
Who makes a woman his delight;  
Who no regard to woman pays,  
Keeps always reason in his sight.     K.

It is sometimes astounding to observe the eagerness with which a generous public clamors for the QUARTERLY. One man on Hess Street instructed the boy who delivers it to be sure and ring the bell until some member of the household other than the servants came to receive it. He directed the boy, at his peril, not to leave the QUARTERLY on the doorstep, as a neighboring lawyer who had borrowed his last QUARTERLY and never returned it, and who was so fond of the reading matter therein that he was determined to obtain it by fair

or unfair means, otherwise of course than by paying for it, was sure to come around and steal it. The true lawyer never buys anything he can steal. A prominent alderman is so exceedingly anxious to secure a copy that he sleeps on the door step of our office all night before the day of issue in order that he may receive the first copy. He instructs the carrier to button it under his vest if he does not *waken* promptly.

Subscribe for THE QUARTERLY.

OFFICERS OF THE "QUARTERLY."

Principal Editors,	}	MR. J. COUTTS.	} Senior Society.
		MR. C. MCGREGOR.	
		MISS J. LARMON.	
		MISS M. MILLS.	
		MR. A. RENNIE.	
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Educational,		MR. J. REID.	
Mathematical,		MR. A. LAWSON.	
Poetry,		MISS H. DALLEY.	
Wit and Humor,		MISS J. WOOD.	
Business Managers,		MR. J. STILLWELL.	
		MR. A. MALCOLMSON.	

WIT AND HUMOR.

A school committeeman writes—"We have a school large enough to accommodate four hundred pupils four stories high."

Men may be divided with regard to their laughter, into three classes, viz:—The he, he, he! the ho, ho, ho, ho! and the ha, ha, ha! men—the shallow, the gross, and the refined.

A vegetarian who was dodging an infuriated bull behind a tree, exclaimed "You ungrateful beast! you toss a vegetarian, who never ate beef in his life! Is that the return you make?"

Lady Teacher: "You must recollect that all I am telling you happened one thousand eight hundred and seventy-four years ago." Sally: "Lor', Miss, how the time do slip away."

How to write a mirth-provoking article—help yourself to "Smiles."

"Mrs. Smith, did you say before my child, and in her hearing, that I was a great, nasty cat?" "No, my dear Mrs. Brown, I said you were a great aristocrat."

"Friend, the Bible tells us to swear not at all." "Oh, well, I don't swear at all, I only swear at those I'm mad at."

GIRLS.—This is a boy's composition on girls. He says:—Girls are the only folks that have their own way every time. Girls is of several thousand kinds, and sometimes one girl can be like several thousand girls if she wants to do anything. This is all I know about girls, and father says "the less I know about them the better off I am."

FEMALE PLEASANTRIES.

"I heard it!"  
 "Who told you,!"  
 "Her friend!"  
 "You don't say!"  
 "'Tis dreadful!"  
 "Yes, awful!"  
 "Don't tell it, I pray!"

"Good gracious!"  
 "Who'd think it!"  
 "Well! well! Well!"  
 "Dear me!"  
 "I've had my  
 "Suspensions!"  
 "And I too, you see!"

"Lord help us!"  
 "Poor creature!"  
 "So artful!"  
 "So sly!"  
 "No beauty!"  
 "Quite thirty,  
 (Between you and I.)"

"I'm going!"  
 "Do stay, love!"  
 "I can't!"  
 "I'm forlorn!"  
 "Farewell, dear!"  
 "Good-bye, sweet!"  
 "I'm so glad she's gone!"

A boy in the "Lower Fifth Form" thus quotes Tom Moore:

"This world is all a shooting flea  
 For man's delusion given;  
 The skips of joy, the chirps of woe,  
 Deceitful come, deceitful go,  
 You can't catch one in seven."

CANNIBALISM.—At a social the other evening, a gentleman after declining a lady's offer to wait upon him, requested her to sit down and eat herself.

"Marriage!" exclaimed a maiden aunt. "Humph, don't mention it!" "Don't *men* shun it!" cried the blooming niece, "No, indeed they don't!"

If Fluo—ride  
 With Sili—cate,  
 Then Io—hide  
 And Nitr—ate.

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WHO'S RIGHT?—How many apples did Adam and Eve eat?

The old version says :  
 Eve 8 and Adam 2, total, 10  
 Nebraska *Herald* says :  
 Eve 8 and Adam 8, " 16  
 Another paper says :  
 Eve 8 and Adam 82, " 90  
 Another says :  
 Eve 81 and Adam 812 " 893  
 Another says :  
 Eve 814 herself and Adam  
 8,124 Eve, " 8,938  
 Another newspaper man  
 not to be outdone, says :  
 Eve 8,142 know how it tast-  
 ed, and Adam 28,142,  
 see what it might be, " 36,284

A friend of ours waited for several hours at the door of a Mr. Snow, in the midst of a heavy shower, in order to say to him when he came out, "Hail, Mr. Snow! if you go out in the rain, you will certainly be *mist*."

PRECAUTIONARY.—A poor man once came to a miser, and said "I have a favor to ask." "So have I," said the miser; "grant mine first." "Agreed." "My request is," said the miser, "that you ask me for nothing."

"Hullo, driver, your wheel is going round, sang out a little urchin to a cab-driver, who was driving furiously through the streets the other day. Cabby pulled up, and looked anxiously on one side, then on the other; "You need not look now, its stopped," coolly added the urchin.

Mankind, says one paper, may be divided into three distinct classes: First, superlatively honest men; second, confirmed scoundrels; and third, no men at all. To which a second journal adds the following witty hit:—First person, we are; Second Person, ye or you are; Third Person, they, (the women) are.

"Ah, my dear fellow," said an old man once to a friend, "I am quite broken down with age. I used to walk entirely round the park every day, but now I can only walk half way round and back again."

A writer complained to a publisher that his articles did not meet with a very warm reception. "Well," answered the publisher, "I don't know about that; we burn them all, at any rate."

A gentleman, taking an apartment, said to the landlady: "I assure you, madam, I never left a lodging but my landlady shed tears." "I hope it was not, sir, because you went away without paying."

The report of the death of a *middle man* in an itinerant minstrel troupe turns out to be false. It is high time this cruel trifling with the hopes of the public was put a stop to.

As Josh and Jim sat eating their sandwiches, Josh said to Jim, "Can you tell me why the African race cannot starve?" Jim: "Give it up." Josh: "Because of the sandwiches (sand which is) there." Jim: "But how do you account for the sandwiches (sand which is) there?" Josh: "Because the descendants of Ham were bread (bred) and mustard (mustered) there."

All communications with regard to rates for advertising, &c., will receive our prompt attention.

Those to whom this paper is sent will confer a favor by showing it to their friends, and wherever convenient remitting the subscriptions of friends with their own. It is only ten cents per number, forty cents a year.

This number closes the fourth year of publication of the QUARTERLY. Its career in the past has been highly successful. Much of this success is attributable to the very liberal patronage bestowed on us by an appreciative public. Keeping our motto in view, we hopefully look forward to increased prosperity in future. To all who have aided us in any way we return our sincere thanks and, in closing our Christmas number, we wish all our friends and patrons a Merry Christmas and Happy New Year.