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Vol. I.

THURSDAY, JUNE 18, 1885.

Number 25.

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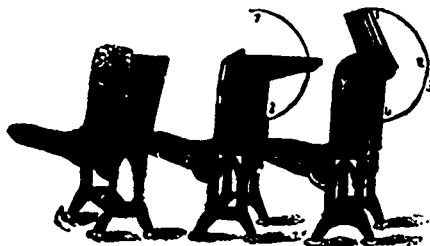
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## CONTENTS OF THIS NUMBER.

SHORTER EDITORIAL.....	385
CONTEMPORARY THOUGHT.....	386
NOTES AND COMMENTS.....	387
LITERATURE AND SCIENCE:	
Nirino Fallero.....	
ALGERNON CHARLES SCOVINBURNE.....	388
Poetry of Tennyson.....	HON. RODEN NOEL 388
CURRENT EDUCATIONAL OPINION:	
Shorthand No. V.....	<i>Thomas Bengough.</i> 390
Should History be Studied.....	<i>A. MacMechan.</i> 390
LONGER EDITORIAL:	
A "University Man".....	392
OUR EXCHANGES.....	392
BOOKS RECEIVED.....	393
TABLE TALK.....	393
PRACTICAL ART:	
Perspective, No. V. (reprinted). <i>Arthur J. Reading.</i>	394
English Literature for Entrance to High Schools.	<i>W. H. Huston, M.A.</i> 395
HIGH SCHOOL:	
Tis.....	396
Rip Van Winkle.....	<i>J. Turnbull.</i> 396
Research vs. Teaching.....	<i>The Week.</i> 396
PUBLIC SCHOOL:	
Teachers' Institutes.....	397
A Step in Substitution of Fractions.....	397
EDUCATIONAL INTELLIGENCE.....	398
PERSONALS.....	398
CORRESPONDENCE:	
An Outside View of Educational Matters.....	398
EXAMINATION PAPERS:	
Admission to High School—History, Spelling.....	400

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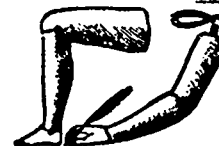
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# The Educational Weekly.

TORONTO, JUNE 18, 1885.

MR. MATTHEW ARNOLD has somewhere spoken of what he calls a "note of provinciality." It is a difficult phrase of which to find a full and suitable definition; but its meaning is nevertheless fairly clear.

In Canada, we must grant, it exists to an alarming extent. Even those who have received a "liberal education," as it is termed, seem unable to free themselves from it. In their conversation, modes of expression, knowledge, and experience, they are not unfrequently apt to show that there is, if not a "one-sided development," at least not a many-sided development.

Particularly, we think, is this true of teachers, despite the fact that they belong to a profession supposedly the most advantageous for the attainment of true culture. The reasons for this are doubtless numerous and implicated; we may, perhaps, find some of them in their inability to mix much with men of a stamp other than their own; of their views being, in many instances, limited to the thoughts and events that occur on one continent only, and such like.

Is it possible wholly to eradicate this defect? Matthew Arnold is, we know, untainted by it; but what has been his life and what are his acquirements and mental habits? True, he has been an inspector of schools, but this has not deterred him from pursuing wide and numerous paths of thought. Inheriting probably the love of learning from his father, the great Arnold of Rugby, he has conscientiously given himself up to the attainment of knowledge of the widest area. His classical learning is deep, his acquaintance with French, Italian and German equally so, he has travelled much, and has during the course of these travels been keenly observant and actively employed in learning all that other countries than his own had to teach him, he has had educational and social advantages of a rare description, and above all, cultivated habits of thought and reflection. Perhaps all these are necessary for a perfect freedom from a "note of provinciality." If so we cannot of course expect that perfect freedom amongst those who have not been able to travel in such comprehensive paths of learning, and who also have not been gifted by nature with such talents.

Nevertheless, if this "note of provinciality" exists, and if we recognize its existence—a thing not always easy to do—then,

assuredly it is for us to do all in our power to eradicate it.

But how? Travel is out of the question to the majority of us; highly-educated and liberal-minded men it is not always easy to associate with; even a higher standard of education is forbidden to many of us. Where shall we find a remedy or remedies for this? This is not a question to be answered in a sentence or even in an article, but there is, we conceive, one remedy, not ineffectual, and open to all, it is reading—the careful, steady, and systematic reading of those authors who are themselves free from any taint of "provinciality." This must have an influence upon us for good. It cannot do otherwise if, that is, we read with this aim in view. With a little careful study we shall with no great difficulty be enabled to cull from such authors the best that is in them—the best that they have been able to produce from their wide experience and refined modes of thought and expression.

With this suggestion we may for the present leave this subject to the reflections of our readers.

WHAT a subtle thing influence, our influence, all personal influence, is? Invisible, weightless, wingless, it follows us everywhere—emanates from us in all our intercourse with our fellow-beings, whether we will or not, but chiefly and most powerfully in contact with those pliant and susceptible young natures committed to our care as teachers. If all the actions are but organic symbols for the thoughts and feelings of the heart, and if the teacher's inner life thus pictured is so potent in moulding the lives of others, then character in all who would shape the minds of children is of supreme importance. With what care every person engaged in the work of instruction should seek to foster lofty motives, to cultivate generous, manly sentiments, to pursue high and noble ideas in his own life! Every instance of petty meanness, of cowardice, of apparently trifling deceit, or even of thoughtless ill-temper, is a seed from which similar actions spring in the too fertile soil of childhood. Action repeated becomes habit; a bad habit is a deformity.

DIVISION of labor is a law of mental activities as it is of physical. In this age of specialism it cannot but be so. This law also is being carried to its furthest limits. Not only must individuals devote themselves to one, or, at most, two, subjects if they wish to become thoroughly acquainted with such subjects and be able to properly teach them, but it seems also that the part that individ-

uals must play in the general intellectual progress of the community is affected to a very large extent by this same law of the division of labor. Some are occupied merely with organization and ordering of schemes, the overseeing of practical details; others carry out these practical details; others again are occupied solely with abstract speculations—they originate ideals, as it were, for others to put into practice.

There is a lesson to be learned from this. Too many of us are not content to occupy the lower of these positions. We strive to attain to those which are really above and beyond us; to lead instead of to follow; to show the way instead of preparing the path; to lead the van instead of guarding the rear. We forget that the one is as honorable, if it is not as onerous, as the other—and the test of value is not the onus so much as it is the honor. Some must lead, are perhaps by nature called to do so; others must follow, carrying out the precepts of the leaders. No train could be made up of engines alone, what would become of the freight?

At the third day's meeting of the Anglican Synod in Toronto last week was brought up that interesting and, to so many of us, delicate, topic—the Bible in schools. The EDUCATIONAL WEEKLY has ere this expressed its views on this subject. We may be permitted to state here what the highly-experienced educator, Dr. Hodgins, remarked on the occasion: He spoke warmly in defence of the public school teachers. Very great care was taken to see that they were connected with some Christian church, and besides they had to present a certificate of good moral character from their minister. In Muskoka he had witnessed the religious exercises in the schools, and was profoundly impressed with the fact that it was of the highest importance that the schools were in charge of such teachers. He was delighted also to hear the instructions given, and to see the interest shown on behalf of the pupils. He thought if they would appeal to the teachers to carry out these regulations they would get a response that would delight them. Such views so expressed are valuable.

THERE are but a few weeks now before the commencement of the summer vacation. Doubtless teachers look forward to it as eagerly as their pupils. To the teacher, however, a vacation is not altogether, or should not be altogether, a holiday. A wonderful amount of really good work can be done during a so-called vacation; indeed, in order to make proper use of a vacation, really good work of no small quality or quantity is an absolute necessity.

## Contemporary Thought.

THERE is but little hope for a young man who does not desire to improve his time. All culture is self-culture, and those who would succeed must help themselves. Teachers may aid, but the pupils must do the work.—*Normal Index.*

THE question comes home with an ever-increasing urgency and force, that will not be put off—What shall be done with the homeless and helpless, or neglected waifs of society, that infest the streets or are quartered in our almshouses, and are to be trained for usefulness or perdition? If they cannot find good homes in private families, or be gathered into well-managed industrial homes, what shall we do with them? And which will be the cheapest, schools or criminal courts and prisons? The problem challenges an answer. What shall that answer be?—*Pennsylvania School Journal.*

SOME educational philosophers are continually decrying the so-called method of investigation, and urge with great persistence and many repetitions, that reading and the study of books is the royal road to learning. The method of investigation has as yet scarcely crossed the threshold of our common schools. These leaders of thought fail utterly to explain the basis of imagination by which alone a child is able to read or understand a book. In reading or studying a sentence, the primary act of the mind is that of synthesis or imagination. Each word should recall an idea. All ideas are directly or indirectly sense-products. The relations of the ideas must have been previously acquired by the mind either through observation or imagination; else the sentence is meaningless to the child.—*Practical Teacher.*

IN organizing our schools we have organized too much. In making them systematic, we have exaggerated the system. In making a school we have lost sight of the child. In making a system of schools, we have unmade the schools. In striving for uniformity, we have succeeded to a hurtful extent. In grading our schools they have been too rigidly graded, the pendulum swung too far; but it now stands ready, we hope, to swing back and vibrate nearer the happy medium. The development in all these cases has proceeded from the centre outward, from the head downward. The State has ordered a State system, the city likewise under the State, and each principal and sometimes grade under its own head. As a necessity the organization has been more and more mechanical, the rigidity more and more pronounced. Our only salvation is to reverse the process, retain what is good, correct what is retained, and develop an organism in place of manufacturing a new machine, or repairing an old one.—*Southwestern Journal of Education.*

THE advent of the commencement season is always the signal for a general chorus of editorial exclamations at the unpracticalness of a college education in this year of grace eighteen hundred and eighty-five. Statistics are furnished *ad nauseam* showing how large a percentage of college graduates every year fail to earn even a comfortable livelihood, and how many would-be doctors and lawyers are obliged to quit their learned professions and take up with such odd jobs as fall

in their way in order to get money enough to pay for their daily bread. Of ministers alone the supply, though apparently inexhaustible, is apparently not in excess of the accommodations. It is granted that college learning will do well enough for clergymen who are regarded as being invested for the chief part, with a certain sacred unpracticalness that quite unfits them for business dealings with men, but which assists rather than hinders the acquisition of Latin and Greek and other like forms of book-learning, and does not interfere seriously with their efficiency as preachers or callers. It is the practical, ambitious business man who needs to avoid the emasculating influences of a college education.—*The University.*

BELIEVING that no subject is taught in the United States at once so widely and so poorly as history, several professors and others at American Universities have put forth a collection of essays expounding the true principles of their craft, and showing how they themselves actually teach. While it is evident from these essays and reports that the same evil practices prevail in certain benighted schools on both sides of the Atlantic, it must be confessed that, in point of method at least, there are few of our history teachers who have not much to learn from the best American professors. Protests against "memorizing" are not without point in a land where "Mangnall's Questions" and other like abominations are still widely used. And though probably there is no one who cannot boast, to quote the words of the Honorable Elijah Pogram, "that bright his home is in the Settin' Sun," that is so utterly "unspiced by withering conventionalities" as to assert with a certain Amasa Walker, smitten under the fifth rib by Dr. Ely, that ignorance of a subject should not disqualify a man from teaching it, yet it by no means follows that this opinion, which has, we are told, been much approved in America, is not carried into practice elsewhere.—*Saturday Review.*

THE first reason why the number of good singers is not more plentiful is the too often carelessness (or worse) of so many *sol-diant* vocal professors. The human voice is the most susceptible to injury of all instruments, and the most difficult to cultivate. The singer has to combine in himself both instrument and performer, and as the loss would be irreparable should his organ sustain serious injury, it is imperative that both its culture and care should be most carefully considered. The first thing necessary to the successful training of the voice is that its proper character shall be understood. Voices differ as much in character and *timbre* as faces, and the master should, whilst developing a voice to its fullest capacity, endeavor to preserve its particular individuality as well. The number of registers and the methods of production being more complex in the female voice than in that of the male, it is doubly imperative that female students should thoroughly understand this, as their voices will never otherwise be properly "placed." No greater or more injurious mistake can be made than to suppose it is the compass of the voice which determines its character and should regulate its cultivation. A baritone may occasionally possess higher notes than some tenors; but to treat and train his voice as a tenor would only result in failure, since he would be practising too much on the upper notes of the

*voce mista*, the very part in his particular case which would require the most careful treatment in order to fit it for future exertions. The number of voices which are constantly spoiled through their true character being misunderstood is very great. Whilst on this point it may be wise to say how very injudicious it is for an amateur to select vocal music simply because it is within the compass of his or her voice. This is only one thing to be considered. As every quality of voice has a distinct character and beauty of its own, a good composer first of all considers the  *tessitura*  of the organ he is writing for in order to produce his effects. An *aria di bravura* written very effectively for a light soprano may sound quite the reverse when transposed and sung by a mezzo-soprano or contralto.—*W. Elliott Haslam, R.A.M., Lon., Eng., in The Week.*

WE may smile, if we please, at the trivial subtleties of the schoolmen, and at their enormous waste of intellectual power on matters which the world has come to recognize as useless, yet none the less are we their heirs, who should be thankful for the inheritance so laboriously worked out for our benefit. When the Latin Church civilized the barbarians, the scheme of life which formed itself in Christendom rendered it inevitable that theology should dominate philosophy—should become the supreme object of intellectual effort. Successive schools of thought sought to reconcile the two—to render theology philosophical, or philosophy theological; and, puerile as were often the debates which occasioned such uproar in Paris and Oxford, in Prague and Cologne, they formed part of the general movement in which the human mind was gradually training itself to adjust the antagonistic claims of authority and progress, of tradition and speculation. What was futile in these discussions may safely be relegated to forgetfulness: but not a few of the eternal problems which will ever confront the thinker were explored with a boldness and acuteness that have never been surpassed, leaving their indelible impress upon modern thought. Erigena and Abelard, Aquinas and Occam were supreme types of a multitude who not only kept alive the sacred fire of intellectual effort, but rendered possible the further development of which our modern civilization is so proud. These men took as their motto the saying of William of Conches: "Nos autem dicimus in omnibus rationem esse querendam" (p. 128); and, imperfect as were the methods by which the reasons and causes of all things were sought, the hardy spirit which prompted the attempt, and the acute training which it insured, were of no little service to the progress of humanity. These paved the way for the emancipation of theology in the great movement of the sixteenth century; and when theology once came to be acknowledged as subject to debate in its fundamental dogmas, the evolution of the scientific spirit in turn became a necessary consequence. The intricate and formal dialectic of the schools is naturally repellant to the superficial reader, and it was easier for the mocking eighteenth century to ridicule it than to penetrate and understand it. Its true import and significance in the historical development of thought have for some time been appreciated on the Continent, and profound investigations have been made into its methods and objects and results.—*The Nation.*

## Notes and Comments.

THE *Chautauqua Young Folks Journal* for JUNE continues "The Children of Westminster Abbey," "Souvenirs of my Time," "The Temperance Teachings of Science," "The Making of Pictures" (Photography), "Boys' Heroes," "Entertainments in Chemistry," "Search Questions in American Literature" A serial story by W. T. Smedley, entitled "The Governor's Daughter", is also commenced.

IN answer to numerous inquiries we may state that the changes in the length of the summer vacation made last session by the Ontario Legislature take effect this year. We have noticed these changes before, but think it well to reprint the clause relating to them from our issue of 23rd April:—

"In rural districts the schools will close for the summer holidays on the first Friday in July, and re-open on the 3rd Monday in August. The other holidays remain the same as before. In cities, towns and incorporated villages, public and high schools also close on the first Friday of July, and re-open on the last Monday in August. Trustees cannot reduce the holidays as heretofore."

IN the new and beautiful series of the English Poets—"The Canterbury Poets," now being issued by Mr. Walter Scott, of 14 Paternoster Square, London, E. C., Eng., Mr. Charles P. O'Connor will write the life and edit the poems of Mangan, the Irish opium eater. Mr. O'Connor is known as the "Irish Peasant Poet." He is the author of several volumes of song, and has been in the past a contributor to such famous magazines as *The Dublin University Magazine* and *Colburn's New Monthly*. As is perhaps known, Mr. O'Connor fills an official position in Ottawa, and is on the English civil list, with Lord Tennyson, George Macdonald, William Allingham, Gerald Massey, and Matthew Arnold.

OUR principal contributors this week are Messrs. Arthur J. Reading; Thomas Bengough; J. Turnbull, Principal of the Clinton High School; and A. MacMechan, modern language master at Galt Collegiate Institute. We hope to be able next week to give our readers the address delivered by Dr. J. George Hodgins, on "Education Day" at New Orleans. On him devolved the duty of representing Canadian education at the exhibition in that city. His wide knowledge of educational topics, his long experience in connection with the Ontario Education Department and his scholarly tastes admirably fitted him for the duty. Dr. Hodgins' observations on that part of Exhibition relating to schools and school work could not fail to be of interest to our readers.

OUR attention has been called to an appointment recently made by one of our County

Councils to a vacant inspectorship. The person appointed is not legally qualified and has been engaged in the management of a private academy for many years, so that it is fair to suppose that he has not the intimate acquaintance with the details of public school work so essential in one who has to discharge the duties of an inspector. The action of the council seems all the more blameworthy because there were among the applicants several gentlemen of scholarship and experience who were legally qualified for the office. The giving of such an office to one who is not, and has not been, for years connected with our provincial system of education is unjust to those members of the teaching profession who have at great expense and labor reached the high standard necessary for obtaining an inspector's certificate. From their ranks all such selections should be made. It is to be hoped that the Minister of Education will not grant a special certificate in this case. The regulations on the subject are definite and should be strictly followed. There can be no valid reason assigned for departing from them in this instance. We cannot too strongly condemn the introduction of politics into such matters. All educational positions should be filled by the men best qualified to discharge the duties which belong thereto, without regard to their political opinions. Any other course must ultimately be ruinous to the best interests of education.

IT is perhaps well to point out briefly the influences of thought and character which have largely contributed to the formation of Mr. Arnold's style. He himself acknowledges his obligations to Homer and Shakespeare. Of the former none may speak but him who can enter into the spirit and beauty of Greek poetry, except to say that Matthew Arnold is the son of Dr. Arnold, of Rugby. Of the latter it may be said that Mr. Arnold has approached perhaps nearer than any other living writer to the quiet dignity and unruffled calm of the great master, and that he has succeeded still better in imitating his simple plainness and directness of thought and expression. But a greater influence than either of these is to be found in Mr. Arnold's study of Biblical literature. This influence manifests itself not only in the numerous uses he makes of the Bible in his writings; it is seen in the homeliness, if we may use the word, and purity of his diction (though this may also be attributed to Shakespeare); in the similarity of expression occurring again and again; but, above all, in the very spirit of the thought which he has so aptly caught from the ancient writers.—*Prize Essay, Toronto University, by J. O. Miller.*

IT is a serious question that teachers should ask themselves, why is it that students ever wish to absent themselves from religious exercises? There is a fitness in

devotional forms *that are devotional*, but there is no fitness in a perfunctory going through with unmeaning ceremonials that are like apples of Sodom. The benefits that follow from real worship are above human computation. "God is a spirit and they that worship Him must worship Him in spirit and in truth." Where there is spirit and life there is an attractive force. We are repelled from dead things, and instinctively want to get away from them. The *spiritual* worship of the Supreme Being is always attractive. We are by nature worshipful, and wherever true worship is found the soul is drawn toward it by an inward force, *because it satisfies a want*. The school should satisfy all the wants of the growing nature. No school is a true one that does not do this. Is this sectarian? Then are the longings of the child sectarian; then are our better instincts sectarian. Seek for true worship and present it in all its most beautiful and attractive forms to children. It is not only a sin, but a crime, to deprive our schools of the best worship possible. That man's heart must be a very rock who can say that we should not give our children *the best* that God has given to us.—*New York School Journal.*

AT the recent Commencement of the University of Toronto, no less than seventy-two persons graduated in arts. The novel feature of the day was the presence in the graduating class of five young ladies, the vanguard doubtless of an army of fair students, which will yet invade our colleges, and carry thence into the family, society, and the world the elevating and refining influences of broad and thorough culture. We await with interest, but with no misgivings, the effect which this new departure will have on the social and domestic life of the Canadian people. How long will it be before university training will make itself felt in antagonism to the frivolities of social life and the fickleness of fashion? There is a wide field of usefulness open here for the coming woman—the woman whose mind is so sharpened, so stored and disciplined by deep study and wide reading, that she rises superior to those foibles and weaknesses which are too often supposed to be inherent in the sex, but which arise doubtless from the shutting out of woman hitherto from all those higher and more engrossing intellectual pursuits—at once labor and recreation—the enjoyment of which was supposed to be the exclusive prerogative of man. We believe that the learned President of University College hopes that the time will come when Canadian ladies, unfettered by the social exactions of older and more aristocratic countries, with abundance of leisure for original research, will occupy no ignoble place as discoverers in science, as creators in literature and art. Will the next Shakespeare be a woman?

## Literature and Science.

### MARINO FALIERO.

ALGERNON CHARLES SWINBURNE.

Faliero:

Here shall be  
Freedom, or never in this time-weary world  
Justice; nor ever shall the sunrise know  
A sight to match the morning, nor the sea  
Hear from the sound of living souls on earth,  
Free as her foam and righteous as her tides,  
Just, equal, artless, perfect, even as she,  
A word to match her music. If we fail,  
We are even but we—I, thou, and these our friends  
That rise or fall beside us; if we thrive,  
Not I and thou and they triumph—not we  
Prosper—but that which, if we live or die  
Alike and absolute, unhurt and whole,  
Endures, being proven of our mortalities  
Immortal—yea, being shown by sign of loss  
And token of subdued infirmity,  
And ruin, and all insistence of defeat,  
And laughing lips and trampling heels of men  
That smile and stamp above us buried, shown  
Triumphant. Righteousness alone hath right  
For love of all found loveliest, freedom, truth,  
Faith, reason, hope, and honor, to require  
Life at our hands; and if on sand or stone,  
Or if on fruitful ground, the life we give  
Fall, shed with all our heart and full free will,  
This not concerns us—this, come storm or sun  
Regards us nowise; time hath all in hand,  
And time, I think, shall hurl this world to hell,  
Or give—not now, perchance, nor many a year,  
Nor many a century hence—God knows—but yet  
Some day, some year, some century, give our sons  
Freedom.

—From Act IV., Scene 2.

### THE POETRY OF TENNYSON.

In the *Contemporary Review* the Hon. Roden Noel discourses at some length upon the poetry of Tennyson. He says: "I am one of those who believe that Tennyson has still a message for the world. Whatever may have to be discounted from the popularity of Tennyson on account of fashion and a well-known name, or on account of his harmony with the (more or less provincial) ideas of the large majority of Englishmen, his popularity is a fact of real benefit to the public, and highly creditable to them at the same time. The establishment of his name in popular favor is but very partially accounted for by the circumstance that, when he won his spurs, he was among younger singers the only serious champion in the field. The great poet who won the laurel before Tennyson has never been 'popular' at all; and Tennyson is the only true English poet who has pleased the 'public' since Byron, Walter Scott, Tom Moore, and Mrs. Hemans. But he had to conquer their suffrages, for his utterance—whatever he may have owed to Keats—was original, and his substance the outcome of an opulent and profound personality. These were serious obstacles to success;

for he neither went 'deep into the general heart,' like Burns, nor appealed to superficial sentiments, in easy language, like Scott, Moore, or Byron.—In his earliest volume, indeed, there was a preponderance of manner over matter. It was characterized by a certain dainty prettiness of style, that scarcely gave promise of the high spiritual vision and rich complexity of human insight to which he has since attained; though it did manifest a delicate feeling for nature in association with human moods, an extraordinarily subtle sensibility of all senses, and a luscious pictorial power. Not *Endymion* had been more luxuriant. All was steeped in golden languors. There were faults in plenty, and, of course, the critics, faithful to the instincts of their kind, were jubilant to nose them. But it is really well for us—the poet's elect lovers—to remember that he once had faults, however few he may now retain, for the perverse generation who dance not when the poet pipes to them, nor mourn when he weeps, have turned upon Tennyson with the cry that he is all fault who has no fault at all. It is well to be reminded that this, at all events, is false. The dawn of his young art was beautiful; but the artist had all the generous faults of youthful genius—excess, vision confused with gorgeous color and predominant sense, too palpable artifice of diction, indistinctness of articulation in the outline, intricately-woven cross-lights flooding the canvas, defect of living interest. Neither Adeline, Madeline nor Eleanore are living portraits, though Eleanore is gorgeously painted. The *Ode to Memory* has isolated images of rare beauty, but it is kaleidoscopic in effect; the fancy is playing with loose foam-wreaths, rather than the imagination 'taking things by the heart.' But our poet has gone beyond these. He has himself rejected twenty-six out of the fifty-eight poems published in the first volume; while some of those even in the second have been altogether re-written. In his second volume, indeed, the poet's art was well mastered; for here we find the *Lotos Eaters*, *Cenone*, *The Palace of Art*, *A Dream of Fair Women*, the tender *May Queen*, and the *Lady of Shalott*. Perhaps the first four of these are among the very finest works of Tennyson. In the mouth of the love-lorn nymph, Cenone, he places the complaint concerning Paris, into which there enters so much delightful picture of the scenery around Mount Ida and of those fair immortals who came to be judged by the beardless apple-arbiter. How deliciously flows the verse, though probably it flows still more entrancingly in the *Lotos Eaters*, wandering there like clouds of fragrant incense, or some slow heavy honey, or a rare amber unguent poured out. How wonderfully harmonious with the dream-mood of the dreamers are phrase, image, and measure! In the *Dream of Fair Women* we have a series of cabinet portraits, presenting a situation of human interest with a

few animated touches, but still chiefly through suggestive surroundings. The *Palace of Art* is perhaps equal to the former poem for lucid splendor of description, in this instance pointing a moral, allegorizing a truth.—The dominate note of Tennyson's poetry is assuredly the delineation of human moods modulated by Nature and through a system of Nature-Symbolism. The *Morte d'Arthur* affords a striking instance of this peculiarly Tennysonian method. That is another of the very finest pieces. Such poetry may suggest labor, but not more than does the poetry of Virgil or Milton. Every word is the right word, and each in the right place. Except in some of Wordsworth and Shelley, or in the magnificent *Hyperion* of Keats, we have had no such stately sonorous organ-music in English verse since Milton, as in this poem, or in *Tithonus*, *Ulysses*, *Lucretius*, and *Guinevere*.—In *The Princess* are contained some of the most beautiful poetic gems the poet has ever dropped; but the manner appears rather disproportionate to the matter—at least to the subject as he has chosen to regard it. For it is regarded by him only semi-seriously; so lightly and sportively is the whole topic viewed at the outset, that the effect is almost that of burlesque. Yet there is a very serious conclusion, and a very weighty moral is drawn from the story, the workmanship being labored to a degree and almost encumbered with ornamentation. It is this poem especially that gives people with a limited knowledge of Tennyson the idea of a 'pretty' poet; the prettiness though very genuine seems to play too patronizingly with a momentous theme. The *Princess* herself, and the other figures, are indeed dramatically realized, but the splendor of invention, and the dainty detail, rather dazzle the eye away from their humanity. Here, however, are some of the loveliest songs that this poet—one of our supreme lyrists—ever sung, such as 'Tears, idle tears!' 'The splendor falls,' 'Sweet and low,' 'Home they brought,' 'Ask me no more,' and the exquisite melody, 'For Love is of the Valley.' I feel myself a somewhat similar incongruity in the poet's treatment of his more homely, modern, half-humorous themes, such as the introduction to the *Morte d'Arthur* and *Will Waterproof*; not at all in the humorous poems, like the *Northern Farmer*, which are all of a piece, and perfect in their own vein.—M. Taine, in his *Litterature Anglaise* represents Tennyson as an idyllic poet, comfortably settled among his rhododendrons on an English lawn and viewing the world through the somewhat insular medium of a prosperous, domestic, and virtuous member of the English comfortable classes, as also of a man of letters who has fully succeeded. Again, either M. Taine, M. Scherer or some other writer in the *Revue des Deux Mondes*, pictures him, like his own *Lady of Shalott*, viewing life not as it really is, but reflected in

the magic mirror of his own recluse fantasy. Whatever truth there may formerly have been in such conceptions, they have now proved quite one-sided and inadequate. We have only to remember *Maud*, the stormier poems of the *Idylls*, *Lucretius*, *Rizpah*, and the *Vision of Sin*.—The recent poem *Rizpah* marks the highwater mark of the Laureate's genius, and proves henceforward beyond all dispute his wide range, his command over the deeper-toned and stormier themes of human music as well as over the gentler and more serene. It proves also that the venerable master's hand has not lost its cunning; rather that he has been even growing until now, having become more profoundly sympathetic with the world of action and the common growth of human sorrows. *Rizpah* is certainly one of the strongest, most intensely felt, and graphically realized dramatic poems in the language. There is nothing more tragic in *Œdipus*, *Antigone*, or *Lear*.—In the last book of ballads the style bears the same relation to the earlier and daintier, that the style of *Samson Agonistes* bears to that of *Comus*.—*The Revenge* is equally masculine, simple, and sinewy in appropriate strength of expression—a most spirited rendering of a heroic naval action. The irregular metre of the *Ballad of the Fleet* is most remarkable as a vehicle of the sense, resonant with the din of battle, full-voiced, with rising and bursting storm toward the close, like the equally spirited concluding scenes of *Harold*, that depict the battle of Senlac.—The dramatic characterizations in *Harold* and *Queen Mary* are excellent. Mary, Harold, the Conqueror, the Confessor, Pole, Edith, Stigand, and other subordinate sketches, being striking and successful portraits. *Harold* is full also of incident and action—a really memorable modern play; but the main motive of *Queen Mary* fails in tragic dignity and interest, though there is about it a certain subdued pathos, as of still-life, and there are some notable scenes.—Tennyson is admirably dramatic in the portrayal of individual moods, of men or women in certain given situations. His plays are fine and of real historic interest, but not nearly so remarkable as the dramatic poems I have named: as the earlier *St. Simeon Stylites*, *Ulysses*, *Tithonus*; or as the *Northern Farmer*, the *Cobblers*, and the *Village Wife*, among his later works. These last are perfectly marvellous in their fidelity and humorous photographic realism. That the poet of *Enone*, the *Lotos Eaters*, and the *Arthur* cycle should have done these also is wonderful. The humor of these is delightful, and the rough, homely diction perfect. One wishes indeed, that the *Dramatic Fragments* collected by Lamb—like gold-dust out of the rather dreary sand-expanse of Elizabethan playwrights—were so little fragmentary as these.—Tennyson's short dramatic poems are quintessential; in a brief glimpse he contrives to reveal the whole man

or woman.—Reverting to the question of Tennyson's ability to fathom the darker recesses of our nature, what shall be said of the *Vision of Sin*? For myself I can only avow that, whenever I read it, I feel as if some horrible gray fungus of the grave were growing over my heart and all over the world around me.—As for passion, I know few more profoundly passionate poems than *Love and Duty*. It paints, with glowing and concentrated power, the conflict of duty with yearning, passionate love, stronger than death. *The Sisters* and *Fatima*, too, are fiercely passionate; as also is *Maud*; much of whose power, again, is derived from that peculiar Tennysonian ability to make Nature herself reflect, redouble, and interpret the human feeling. That is the power also of such supreme lyrics as *Break, break!* and *In the Valley of Caunterets*; of such chaste and consummate rendering of a noble woman's self-sacrifice as *Gullion*; and likewise of *Come into the Garden, Maud*, an invocation that palpitates with the rapture of young love, in which the sweet choir of flowers bear their part and sing the antiphony.—The same principle on which I have throughout insisted as the key to most of Tennyson's best poetry is the key also to the moving tale *Enoch Arden*, where the tropical island around the solitary shipwrecked mariner is gorgeously depicted, the picture being as full-Venetian and resplendent in color as those of the *Day Dream* and the *Arabian Nights*. But the conclusion of the tale is profoundly moving and pathetic, and relates a noble act of self-renouncement.—Parts of *Aylmer's Field*, too, are powerful.—No little critical controversy has raged about the *Idylls*. It has been charged against them that they are morescenic and daintily-wrought than human in their interest. But though the poet's love for the picturesque in this noble epic—for epic the *Idylls* in their completed state may be accounted—is amply indulged, I think it is seldom to the detriment of the human interest; and the remark I made about one of them, the *Morte d'Arthur*, really applies to all. The *Arthur* cycle is not historical as *Harold* or *Queen Mary* is, where the style is often simple almost to baldness. The whole of it belongs to the reign of myth, legend, fairystory and parable. Ornament, image and picture are as much appropriate here as in Spenser's *Fairy Queen*, of which indeed Tennyson's poem often reminds me. But the light that never was on sea or land, the consecration and the poet's dream, are a new revelation, made peculiarly in modern poetry, of true spiritual insight. And this not only throws fresh illuminating light into Nature but deepens also and enlarges our comprehension of man.—Nature can only be fathomed through her consanguinity with our own desires, aspirations and fears; while these again become defined and articulate by means of her related affinities. A poet, then,

who is sensitive to such analogies confers a twofold benefit upon us.—Turning now to the philosophical and elegiac poetry of Tennyson, one would pronounce the poet to be in the best sense a religious mystic of deep insight, though fully alive to the claims of activity, culture, science and art. It would not be easy to find more striking philosophical poetry than the lines on *Will*, the *Higher Pantheism*, *Wages*, the *Flower in the Cran-nied Wall*, and the *Two Voices*.—As for *In Memoriam*, where is the elegiac poetry equal to it in our language? Gravely the solemn verse confronts problems which mournful or ghastly, yet with some far-away light in their eyes, look us—men of this generation—in the face, visiting us with dread misgiving or pathetic hope. From the conference, from the agony, from the battle, faith emerges, aged, maimed and scarred yet triumphing and serene. Like every greater poet, Tennyson wears the prophet's mantle as he wears the singer's bay. Every mourner has his favorite section or particular chapel of this temple-poem, where he prefers to kneel for the worship of the Invisible. Yes, for into the furnace men may be cast bound and come forth free, having found for companion 'one whose form was like the Son of God.' If our poet errs, he errs in good company, for he errs with him who sang, '*In la sua voluntade e nostra pace*,' and with Him who prayed, 'Father, not My will but Thine.'—The range, then, of this poet, in all the achievements of his long life, is vast, lyrical, dramatic, narrative, allegoric, philosophical. Even strong-barbed satire is not wanting, as in *Sea Dreams*, the fierce verses to Bulwer, *The Spiteful Letter*. Of the most varied measures he is master, as of the richest and most copious vocabulary. Only in the Sonnet form perhaps, does his genius not move with so royal a port, so assured a superiority over all rivals. I have seen sonnets even by other living English writers that appeared to me more striking. But surely Tennyson must have written very little indifferent poetry when we think of the fuss made by his detractors over the rather poor verses beginning, 'I stood on a tower in the wet,' and 'the somewhat insignificant series entitled *The Window*;' for *The Victim* appears to me exceedingly good.—Talk of daintiness and prettiness! Yes, but it is the lambent water-waved damascening on a Saladin's blade; it is the rich enchainment on a Cœur de Lion's armor.—While Tennyson must loyally be regarded as the Arthur or Lancelot of modern English verse, while he need fear the enthronement of no younger rival near him, the poetic standard he has established is in all respects so high that poets who love their art must needs glory in such a leader and such an example, though pretenders may verily be shamed into silence."



## Educational Opinion.

### SHORTHAND AS A SCHOOL STUDY.

FIFTH PAPER.

SCHOOL teachers, in their endeavor to obtain a briefer method of writing than the cumbersome longhand, have adopted various expedients. One of these is to represent frequently-recurring words by arbitrary signs and longhand abbreviations. In other cases a regular system of shorthand has been learned, applying, however, only such principles as related to particular words, and not attempting to write the whole of the notes in shorthand characters.

A principal of an academy in a Western American city, analogous to our high schools, writes to one of our shorthand journals of an interesting and profitable experiment which he made in this direction. He began the study of shorthand, not where beginners are taught, namely, at the elementary principles, but he plunged at once into the abbreviations, and, selecting the shorthand forms for a few of the more important words, such as *for*, *of*, *and*, *in*, etc., he worked these into his manuscript until they became thoroughly familiar to his hand and eye. He then gradually increased the list until he had a large number at ready command, and by their aid he doubled the speed which he could have made by using all longhand, and at the same time produced a manuscript perfectly legible—indeed, as compared with his former longhand manuscript, his "composite" production was the more legible, as the eye had not to travel over so much space in taking in the same scope of meaning. Becoming interested in his experiment he then took up the regular study of shorthand, and his knowledge of the brief forms which he had practised gave him greater interest and zest in the study. Becoming somewhat proficient in the art by this method, he then undertook to impart to his pupils the knowledge which he had thus acquired, and, at the time of his last report, they were taking a thorough interest in the study, and had made such progress as to be able to write at *double* the speed usually attained in longhand, and with perfect legibility.

I mention this method because I think the idea is a good one for teachers who cannot do more. I do not think it is the best method, but it shows what can be done by a teacher who is determined to call brevity to his aid.

I think it far preferable that the study of shorthand should be pursued like other studies—beginning with the elementary principles and proceeding in the regular way.

I see no reason why the subject should

not be introduced in schools contemporaneously with longhand; indeed the first exercises of the pupils in learning to write longhand are almost exactly analogous to those required in forming the phonographic characters; and I never yet saw a pupil who would not be benefited by a drill in the sounds of the language which the study and practice of shorthand would give.



### SHOULD HISTORY BE STUDIED?

IN the the third year of the Republic, a series of lectures on History was delivered by Volney before the Normal School at Paris. The most striking feature of that time of upheaval, was the questioning of all beliefs, all received opinions; men asked themselves:—What really are these things we have always taken for granted? History could not escape this universal scrutiny; and at Volney's hands it receives a most searching examination, so searching indeed that his able "Lectures" tend to unsettle belief in the study altogether. Much of his criticism does not, of course, apply to the history of to day, but his grand objection has as much force now as when he made it: it is—History is untrustworthy. There is unfortunately always too much reason to question "the authority of testimony" and "the conditions required for certainty." Consider for a moment that perennial well-spring of error—human weakness and prejudice. Hume does not care for accuracy and writes his history lying upon a sofa; Gibbon never loses an opportunity of sneering at a faith he has renounced; Mitford cannot be just to Athens because he hates republics. But we still might make allowances and patiently sift out the truth with hopefulness if we could have full confidence in our authorities. Can we be assured of even the facts of history—that "distillation of rumor?" Unlike the facts of science they admit of no verification. We are completely at the mercy of every old chronicler whose manuscript has survived the shipwreck of time. Well might Walpole say, "Don't read history to me, for that I know is false;" and Napoleon ask contemptuously, "What is history but a fable agreed upon?" And when, reverting to our own experience, we remember how rumor grows and truth does *not* prevail, how the best-intentioned men go wofully astray, we cease to wonder at Raleigh's noble despair at ever *truly* writing the history of the world.

True it is that real history did not begin to be written till late in this century; but with all our improved histories and methods of teaching, the verdict of one of the foremost thinkers of the day is decidedly adverse to both. In his admirable tract on "Education," Mr. Spencer, after having divided knowledge into three kinds,

of intrinsic, quasi-intrinsic, and conventional value, cites history as an example of the last. "While that kind of information," he writes, "which in our schools usurps the name History—the mere tissue of names, dates and dead unmeaning events—has a conventional value only; it has not the remotest bearing on any of our actions, and is of use only for the avoidance of those unpleasant criticisms which current opinion passes on its absence." We may be assured that the father of sociology does not here refer to that comprehensive study of events which by applying the Development Theory to human action has resulted in the birth of a new science. Nor can he intend to disparage that wider historical reading which, after the judgment is matured, so greatly improves the mind. On that point there cannot be two opinions. The benefits accruing from it are well known and widely accepted. In the thoughtful words of Helps "It takes us out of too much care for the present, it extends our sympathies, it shows us that other men have had their sufferings and their grievances, it enriches discourse, it enlightens travel.—Again there is something in history which can seldom be got from the study of the lives of individual men; namely, the movements of men collectively and for long periods, of man in fact and not of men." But while all this will be readily admitted, it is still a moot point, whether the study of school history tends to educate, to develop the growing mind of the child. For it by no means follows that what is good for a full-grown intellect is good for a growing one. Mr. Spencer's quarrel is plainly with school-history and the methods of teaching it. Of course, earnest effort put forth in learning to spell Greek upside-down, would have some beneficial reaction on the mind. But still the objection arises: might not the time be better spent? It is not at all probable that so profound and clear-headed a thinker as Mr. Spencer would entirely overlook any advantage attached to this study; but he might contemptuously disregard mere possibilities and consider even real advantages so slight as to be not worth remark. And, again, all men do not set all things at the same value. What may be misprized from Mr. Spencer's standpoint may yet be highly esteemed, and justly so, by other men. Let us see if history has no other value than the one so contemptuously assigned to it, regarding it as a mere tissue of names and dates and facts.

My contention is that even in school history there are the *beginnings* of many things. Rude and imperfect as they are, they are still valuable for what they naturally will become.

In all young people there is an instinctive want, a deep-seated and perfectly healthy desire to know something of the world. Nothing is so interesting to human beings as other human beings. This

explains largely the universal consumption of all kinds of fiction. The majority of novel-readers are boys and girls under twenty, who read, for the most part unconsciously, just to gain some knowledge of human life. And though fiction has its legitimate uses, this knowledge is better obtained from history, which is at least "the conventional account of things," than in what does not even profess to be real. Macaulay said he would write a history that would displace the novel on every young lady's dressing-table. And he did. His "England" was but the fore-runner of a host. We have now many histories far more interesting than any novel. This "tissue" of information has been made attractive by well-written books; cannot teachers of history do the same? It can be effected, putting it broadly, by keeping in mind this single aim, this one thought. What Carlyle says of the seventeenth century is true of many histories and should be true of all history-teaching: "He (the reader) will gradually get to understand that the Seventeenth Century did exist, that it was not a waste-rubbish continent of Rushworth-Nelson state-papers, of Philosophical Dilettantisms, of Dryasdust Torpedoisms, but an actual flesh-and-blood fact, with color in its cheeks, with august heroic terrors in its heart, and at last with steel sword in its hands." To most pupils, men and places are mere names in a book, black ink-marks on white paper. I have seen a class, after giving the facts of the first Roman invasion correctly enough, startled into candid scepticism by the question: "Was Julius Cæsar ever in England?" They were not accustomed to think of Cleopatra's lover, the author of the Commentaries, the victim of Brutus, in connection with the commonplace little island to the west of Europe. Our best histories remedy this. The great fascination of Carlyle, Motley, Greene, and, what makes them invaluable to the student of history, is that they compel him to feel the men they write of once really lived, were real human beings.

Again, boys and girls will read out of school. The hours between dismissal and assembly are not all taken up in studying lessons. But unfortunately the average boy or girl, rather from lack of knowledge than preference, reads trash. It is just at this point a teacher can do his pupils a real service; as his words are never without weight, what he praises or blames rises or falls in the pupil's estimation. A book well praised arouses curiosity in it and often leads to its perusal. There is always a charm about the unknown and a strong incentive in promised pleasure. Let him, then, recommend good books of pure literary value, that will at the same time arouse an interest in history, novels if you will; there are novels and novels. Why not accept the situation frankly and use the forces ready to our hand? Any healthy boy will have a new interest in the Norman

Conquest after reading "Hereward" or "Harold," and in the deeds of Wallace after the "Scottish Chiefs." To the reader of "Two Cities," with the heroic death of Sidney Carton in his mind, the "Reign of Terror" will have a meaning it never had before.

Then, of course, the way could be paved for a better class of books, biography, travels, and so on. For, as Helps wisely points out, the only way any one comes to read history for its own sake is by having his interest awakened in a particular event or period; desiring to be better informed he begins reading on it and is soon of necessity led far beyond his original intention.

Suppose, then, we have interest aroused in facts vividly presented, and even partially learned; is there no way to extend this acquaintance or to make it do anything but strengthen the memory? Can it not be made a factor in education? It will be conceded that the reading of history will stimulate the mind, though in an irregular fashion. But can the study of it not be made a help to systematic thinking? Let us see. Among the multitudinous facts of history the temptations to vagueness and carelessness are many and great. Here, then, is the amplest exercising-ground for the pursuit of those two invaluable habits, the habit of accurate acquirement and the habit of exact statement. Physical science probably teaches these more inevitably but still history can be made to teach them. They should be most rigorously enforced in every recitation. Again, every lesson, properly taught, will exercise the thinking powers of the pupil in a regular manner. One way in which this can be done is by requiring judgment to be passed on facts after they have been stated fully and exactly. Feeble and obvious as this judgment may be it is still training in that most important matter, deciding upon evidence. Another is by using a studied and thoughtful method of questioning. There is no substitute for the matchless wisdom of the Socratic plan. The form of the questions on the lesson should be almost as carefully studied as the lesson itself. The "words of the book" must be carefully avoided. Another device to make pupils think is to require them to amplify from their own experience, facts already learned. Let me illustrate. The text-book tells me "Julius Cæsar landed in Kent after much opposition." And this answer is given in class. "Cæsar landed" —alone?—with his men?—who?—how armed?—"landed"?—from boats?—what kind?—could they get these boats on land?—"after much opposition"—how was he opposed?—fought?—who?—what did they fight with? etc. I question in this way till by describing here and getting the class to draw inferences there I get them at last to see that fight on the Dover sands, and the steel-clad legionaries leap-

ing out of their big barges to be speared and borne down among the waves by the blue-painted, half-naked savages, but forming at last waist-deep in the sea and driving their foes before them in utter rout. It should be, besides, the teacher's aim, not only to see that his pupils have learnt the facts but that they have such a grasp of them that they can wield them with perfect ease. They should be required to use the facts, combine and arrange them in different ways from points of view not the text-book's. In examinations the questions should be broad and comprehensive, making it necessary to compare, relate and classify the facts already learnt.

By methods such as these the study of history can be made a discipline, a training of the reasoning faculty, but has it no more direct bearing on action? Now we can hardly conceive of any phase of human activity in which refinement of character is not desirable. Ours is pre-eminently the age of culture: and this fact bears directly upon our subject, for there is nothing the ordinary school boy or girl needs more than cultivation or refinement. Is there any philosophic method of attaining to culture? We are indebted to Mr. Mallock for a complete answer to this question. It is, shortly, by the study of history; and in his brilliant, un-earnest book, "The New Republic," he develops the idea somewhat after this fashion. A party of ladies and gentlemen are considering the question of culture and, having defined it, proceed to discuss the means whereby it is to be obtained. Laurance, their host, asserts that the first requisite for culture is a knowledge of history. A lady immediately disagrees with him point-blank, and with a decisiveness that startles everyone says she is sure he must be wrong. Her reason for this statement is based on her experience of a certain eminent historian at dinner. She betrays to him her ignorance of the terrible defeat of the English at Bouvines, and, what is more unpardonable, her ignorance of his Excursus on it in the *Archæological Journal*. For this she is severely snubbed by the learned man and is entertained through the rest of the courses by a constant grumbling because people did not think King Harold as admirable a character as the late Prince Consort. She never met such a bear, and if that is to be the effect of reading history she is glad she has forgotten even the dates of the Kings of England. Laurance replies that history has nothing to do with the character of Harold and very little with the battle of Bouvines. "Then what is history?" "These," replies Laurance, "are only the illustrations of history. But I think you do like history for I saw you reading St. Simon before dinner, and you referred just now to Grammont's Memoirs."

*Archie MacMechan*

(To be continued.)

TORONTO:

THURSDAY, JUNE 18, 1885.

## A "UNIVERSITY MAN."

Few of those who can speak from observation or experience will hesitate to grant that in many lines of life a "university man" is not always looked upon with that favor and esteem which he himself, perhaps, thinks he deserves. This probably is stating the case in the mildest way. We may safely go so far as to say that he is usually looked upon—at all events in the commencement of his business career—as one deprived of common sense, bereft of good judgment, and ignorant of those practical details so useful from every, and especially from a business, point of view. The "university man" they think is visionary, vague, often unintelligible, the possessor of endless useless theories, not to say the possessor also of an immeasurable idea of the overwhelming importance of such theories. Neither do we think we have erred on the other side and put the case in too strong a light. Indeed, in a conversation held not long ago with a man who spoke from his own experience, the "university man" was declared to be a "nuisance"!

The source of this estimate of those who have undertaken a course at a university it is not difficult to discover. It is not altogether groundless: there are doubtless many, very many, who truly merit this character, and it is from contact with these that the idea of the general worthlessness of the graduate has become wide-spread. Those who hold these opinions are not themselves university men, have probably little sympathy and nothing in common with them, fail to see the benefits of a collegiate course, and naturally are wont to give the other side of the question more than the benefit of the doubt. They perhaps shut their eyes to those who would, if taken into account, counterbalance the less favorable examples of graduates, and are satisfied to draw conclusions from a limited number of isolated failures. They fail to see that practical judgment, thoroughness, and knowledge of details are quite compatible with the possession of a degree.

Our own opinion on this point, as may perhaps be judged from the tone of our remarks, is the very reverse of that of those who decry the benefits of a systematic study of the subjects of a university

curriculum. Our own opinion, however, we have no desire to press. A mere opinion on the subject is of little value, more especially if it comes from a single individual, and that individual one of the very class he is attempting to defend. This view of collegians is not to be combated by discussion nor overthrown by argument. The only shield by which university men can ward off any low estimate of their ability is by *proving* that practical judgment, thoroughness, and knowledge of details are quite compatible—as we have remarked above—with the possession of a degree. In no question is that maxim truer that "actions speak louder than words."

## BOOK REVIEW.

*The War in the Soudan and the Causes which Led to it, with Short Biographical Sketches of the Principal Personages Engaged.* By T. Arnold Haultain, M.A. Illustrated. Toronto: Grip Printing and Publishing Company, 1885.

It is so short a time since Mr. Haultain won his spurs in the metaphysical arena with his closely-reasoned pamphlet on Cardinal Newman's signment of an Illative Sense, that it creates some little surprise to find him again before the public, especially in a field of authorship widely removed from those airy, Kantian regions of the "Pure Reason" in which he might be supposed to find himself most at home. The step is a long one from the subtleties of the Schools to the din of arms and the warrior's "stern joy," but he has, we think, in the little volume before us, shewn his ability to make the transition with credit to himself and contentment to his readers. It is true indeed that, for reasons clearly stated in his preface, no *history*, in the proper sense of the word, can as yet be written of those dark days in the desert, the final outcome of which, who can as yet foretell? But if we are constrained to agree with our author, when he gives his work the modest title of a mere "narrative," it is at all events a narrative of thrilling interest, the salient features of which have been skillfully seized, and grouped in a series of brief, clear and graphic delineations. The very titles of the chapters which meet the eye on opening the volume, in the Table of Contents—crisp, suggestive and pictorial—as, for instance, "The First Shot," "Slain in the Desert," "The Toilers of the Nile," give hopeful augury that if the unavoidable limitations of the subject preclude the author's work from attaining the dignity of history, it is likely at all events to escape the fatal dulness, which may be forgiven, as it will assuredly be found, in the ponderous pages of a Hallam or a Stubbs, but which is deadly sin in a story-teller. The promise of the title page is, in this case, as does not always happen, fully redeemed, for there is not a dull chapter in the book, and scarcely one that does not embody a striking characterization of some distinct element of interest, or memorable phase in that melancholy embroglio, ending in tragic catastro-

phe, with which men will long associate the fateful names of Egypt and the Soudan. A dark and sad story it is, but glorified nevertheless by the splendid heroism of many men—and of one man in particular, whose name is on all lips and whose memory will dwell in all hearts. The central figure of that mournful drama which was enacted in such stern earnest by the banks of the Nile, is Charles George Gordon, and Mr. Haultain has most properly made him the hero, or, to use his own expression, the "protagonist," to whose grand and pathetic figure, all other personages must be subordinate. The use of a word borrowed from the criticism of the Greek drama suggests a true parallel, for the circumstances of Gordon's ineffectual struggle with fate are as full of pity and terror as were the woes of *Œdipus* or *Philoctetes*, and doubtless in due time his story will find, like theirs, its "sacred bard." How well Mr. Haultain has grasped what we may call the poetic or artistic elements of his subject may be seen in his chapter entitled "Too Late," in which he tells with vivid eloquence the tale of that crushing disaster which has linked the destiny of Khartoum with that of Cawnpore—not, alas! with that of Lucknow as we had thought—and made its name a memory of bitterness instead of a talisman of hope. We may be permitted to close our notice with a quotation from the chapter to which we have referred, which points to the lessons of permanent worth taught alike by the success and failure, by the life and by the death of him who "neath the blue that burns o'er Libyan sand put off the burden of heroic days":

"You know well enough, my reader, that we have now reached the catastrophe of the whole play. You know how tragically it ends. How a sombre curtain falls on a gloomy scene—a hero dead, a city lost, an army powerless, a country in tears. A year ago that hero left his country to save another; and from that date to this he has thought of naught else. Many have died for their country, many for their creed, many for their friends; but few alone, unaided, single-handed, for friends united to them by no ties but such as bind a weak and trusting nation to a strong and worthy heart. 'Greater love,' said the most loving Man that ever the world saw, 'hath no man than this, that a man should lay down his life for his friends.' Let us be glad that we have on this earth those who can reach this divine ideal."

G. G.

## BOOKS RECEIVED.

*Catalogue of Books*, published by Ginn & Company. Also announcements of books in preparation. 743 Broadway, New York; 180 Wabash Avenue, Chicago; 9 and 13 Tremont Place, Boston.

*Varsity Book: Prose and Poetry.* From the Varsity Publishing Company.

## OUR EXCHANGES.

We can do little more this week than mention the names of the more important of the educational and literary exchanges which have reached us since our last number.

The Indianapolis *Educational Weekly* bears out its character of "Crisp, Impartial, Decided"—the words with which it heads its opening page. Its leading articles this week are on "Suitable Recreation," "Worry," and "Mr. Gladstone's Triumph."

*The School Bulletin and New York State Educational Journal*, Syracuse, N.Y. An excellent monthly, which touches on a wide range of subject, and quotes largely from many and various periodicals.

The *New York School Journal* deserves a longer notice than we can give it this week. We have been frequently indebted to its columns; more especially for subjects relating to high school and public school work.

*Our Little Men and Women* for June—a beautifully printed and illustrated monthly—contains some excellent bits of prose and verse for children.

In addition to these are *The V. P. Journal*, *The Current*, *The Dominion Sanitary Journal*, *The American Bookseller*, *The Phonetic Journal*, London, England, *The Critic*, *The Nation*, *Harper's Weekly*, etc. The contents of the last-named for its issue of June 6 will give a fair idea of its character:—A frontispiece consisting of a somewhat humorous hit at the United States navy; several political articles; a drawing of the Bartholdi pedestal and of the Stewart crypt, of the homes and tombs of Jefferson and Madison, of the "City of Berlin" colliding with an iceberg, of the annual New York police parade, etc. The reading matter, in addition to articles on the subjects of the representations, contains a novel by W. E. Norris.

## Table Talk.

A FRENCH imitation of "The Battle of Dorking" is delighting the Parisians. It is called "The Battle of Rheims in 1904, and Recapture of Metz and Strasburg," and is dedicated to Prince Bismarck.

FIVE thousand guineas is reported to have been the price paid by the publishers for the copyright of General Gordon's Diary, which will not, even in General Gordon's digressive style, fill more than an ordinary volume.

HOUGHTON, MIFFLIN & CO. will begin in June the publication of a collection of summer novels to be known as the *Riverside Paper Series*. Prof. Hardy's "But Yet a Woman"—now in its 20th thousand—leads off the series; and will be followed by "Missy," by the author of "Rutledge," Mr. T. H. Aldrich's "Stillwater Tragedy," Dr. Holmes' "Elsie Venner," and others, some of which will be new to the public.

FOLLOWING the example of a leading English journal, the *Philadelphia Weekly Press* proposes to learn who is the most popular of living American story-writers, who of orators and who of statesmen. The person naming the three who get the most votes will receive a copy of Chambers' Encyclopedia, the next best voter will get Worcester's Unabridged, the third Brewer's Library of References, the fourth Palgrave's Golden Treasury of Song. Votes may be sent on postal cards.

LORD TENNYSON recently published in the *Times* a bit of doggerel which his many and warm admirers will greatly regret. It is addressed apparently to the Government, and is a hypothetical denunciation of them, if they have neglected the Navy, for having done so. The denunciation,

though couched in the conditional—to Conservatives we might almost say the *optative*—mood, (so earnestly do they seem to hope that the charges brought against the Ministry in relation to the Navy are true,) had better have been levelled straight at them. These hypothetical denunciations are not poetical; and unless Lord Tennyson was sufficiently sure of the neglect to assume it as true, he should not have attempted a poetical invective at all. As it is, his verses make a very lame invective, reminding us rather of Mr. Silas Wegg than of Lord Tennyson. As we read its inarticulate wrath, and its limping prediction of the "kicks" of the mob, we cannot but say of Lord Tennyson, as Dickens said of his unpoetical hero, "he declines and he falls."—*The Spectator*.

In the first chapter of his autobiography, which has just been published in London, Mr. Ruskin says:—"I have written frankly and garrulously of what gives me joy to remember, passing in total silence things which give me no pleasure in reviewing. My mother's influence in moulding my character was conspicuous. She forced me to learn daily long chapters of the Bible by heart. To that discipline and patient, accurate resolve, I owe not only much of my general power of taking pains, but the best part of my taste for literature." To the same Puritanical training Mr. Ruskin attributes his power of contemplative imagination. He was reared in monastic poverty. His father taught him his own habit of close observation during a series of excursions through England and Scotland. The autobiography is to be completed in thirty chapters (three volumes), which will appear hereafter monthly. A limited number of large paper copies will be issued with India proof impressions of the plates. The title of the book is *Praeterita; Outlines of Scenes and Thoughts Perhaps Worthy of Memory in my Past Life*. Another new and important book by Mr. Ruskin, of which the first part is nearly ready, is the *Life of Sir Herbert Edwardes*.

MR. STANLEY may fairly boast of having given the world two of the most remarkable books of travel and adventure. *Through the Dark Continent* was the record of an expedition of discovery so bold, so great in its results, that even if its author had communicated to the world nothing beyond the bare fact that the rivers which so much puzzled Livingstone found their way through the Congo to the Atlantic, his name would forever occupy a foremost place among geographical pioneers. In his second work, now before us, the author tells the strange story of the "founding of a state," undertaken not to satiate the lust of conquest of some ambitious sovereign or nation, but simply with a view of developing the resources of a long-neglected continent, and of raising the natives of Africa to a higher level of culture. And this second work is in every respect by far the more interesting—the more creditable to its author, if it be permissible to use such an expression. Whilst the geographer cannot afford to neglect it, it appeals to wider sympathies. It will be read with avidity by that large and ever-increasing number of persons who look upon the regeneration of Africa as a thing not only desirable, but also possible; it appeals to the merchants and manufacturers to whom Africa, abounding in natural wealth and teeming with people, is a promising field for their enterprise.—*The Athenaeum*.

THE whole future of the new version turns on the question whether it is really an adequate revision of the Authorized Version or not. The reason why a revision was deemed necessary was because it was recognized that many errors existed in the old version, and that it should be amended so that the translation should answer the needs of modern scholarship. The chief condition of the work was that while necessary revisions should be made, the language of the old version should be as far as possible retained. Herein consisted the Scylla and Charybdis of the revisers' voyage of investigation: adequate revision on the one hand, reverence for the style on the other. From the chorus of congratulation from the daily press—very fair judges on such a matter—it is clear that the revisers have not materially injured the rhythm or style of the earlier version. But the suspicion remains that in their efforts to conserve the style they have managed to preserve many of the errors, and have preferred putting their emendations in the margin, where for all practical purposes they are non-existent, as is certainly the case with the marginal references of the Authorized Version. It might be unfair to describe the new Bible, so far as the Old Testament is concerned, as a paragraph Bible with revised margins, but that is certainly the impression that it leaves, though only continual use will determine how far the text has been sufficiently revised.—*The Athenaeum*.

A BOOK written in English by a Siamese traveller, and published at Bangkok last year, has been sent for notice to the *Hampden Sidney Magazine*. It is called "A Narrative of Four Years Spent in America," and bears upon its title-page the name of Moang Thukhada. Mr. Thukhada studied English for two years in Philadelphia, and having mastered it in all its parts, married the daughter of "a gentleman of the trade of keepers of saloons," and in due time returned to his native country. He reveals the chain of reasoning which led him to write the story of his American life in what he is pleased to call English: "I consider the language to be the chief charm of all America," he says—and it certainly is the chief charm of his "Narrative!" "Now, if I write my book in my own language, my people having it read, will know not all the English language, only the American manners; but if my book I write in English, they perceive the beauty, the elegance, and all the number-oneness, as the Americans would say, of the language I did learn, and which they will desire to learn, from the lips of natives." How the Siamese are to see all the number-oneness of a language which they have yet to learn is a little more than I can see; but then, as we have learned from Mrs. Leonowens, the Siamese are a peculiar people, and not to be judged by ordinary standards. Moreover, had not Mr. Thukhada written his book in a pigeon-English of his own, we should never have had the pleasure of knowing his opinion of Philadelphia girls, and their crimps, bangs and "Langtry knots." "The ladies of this city are much peculiar; their hair, for the greater part, is blonde, but yet seems never pretty and nice to look at, for its locks are ever in disorder on the fore part of the head, and in the rear it takes shape what natives call Langtry knot, and which is ugly." I fear Mrs. T. will find it hard to get along with a man who has such decided notions on subjects of this sort.—"Loungee" in "The Critic."

Practical Art.

PERSPECTIVE.

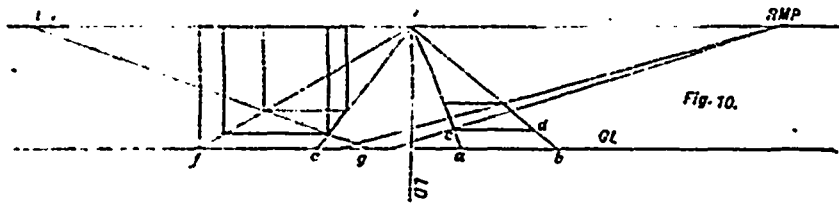
FIFTH PAPER.

IN the following rule for measuring vertical heights, which has been simplified as much as possible, the letters x and y are used to signify: one, the point on the ground a vertical line from which would pass through the point required; and the other the vanishing point on the horizontal line (HL) selected for the purpose of measuring off, on this vertical line, the proper height; y had better be one of the measuring points or the CV, but if either one was specified, the general usefulness of the rule would be restricted.

RULE.—To measure vertical distances. First, find on the ground plane a point (x) directly beneath the point sought; through it draw a line from some point (y) on HL to GL, to attain point of contact (PC); at PC erect a perpendicular of the required height, and from its upper extremity draw a line to y; a perpendicular from x to cut this, will give the point required.

This rule, if followed closely, will enable the student of perspective to overcome many of the difficulties that present themselves at the outset, as more trouble is usually found in this part of the work at least, of parallel perspective than any other.

In measuring off the distance of a point situated on the ground away from PP, it would be well, when it is to the left, to use the LMP, and when to the right, the RMP. The reason for this is, that by so doing, the angles formed by the intersection of the line to the MP with the one to the CV, are nearer to being equal than if the opposite course was pursued; and the point of intersection is therefore more easily and more accurately determined.



In the following problems the height of the eye is 5', the distance 16', and the scale 1/96.

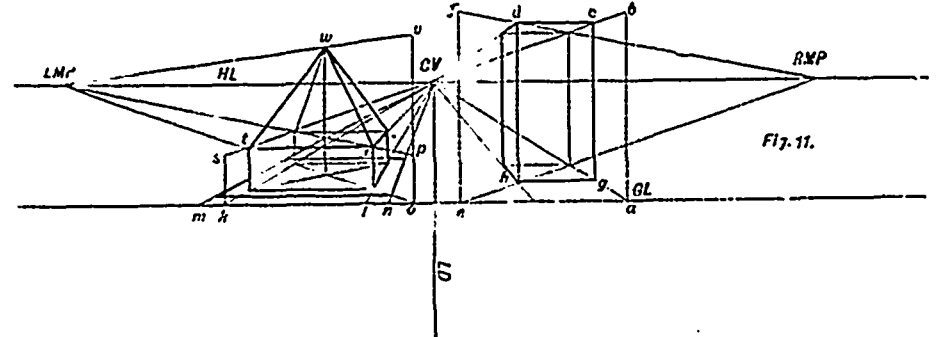
Problem 9.—An oblong 4' x 6' lies on the ground with its small sides parallel to PP and its nearest corner 2' to the right and 3' back.—Figure 10.

Find the point a by measuring on GL 2" to right of LD; draw a CV; to the right of a find b, 4' distant; ab will be near edge of oblong brought forward to touch PP; draw b CV; find on a CV the point c, 3' back, and draw cd parallel to GL; this will be the near edge of the oblong in its proper position.

Next measure off on a CV, or b CV (the measurement has been taken on b CV in the illustration), a point g' back, as this is the distance of far edge of oblong from PP, and through this draw a line parallel to CD to complete the figure.

Problem 10.—A cube of 5' edge stands on the ground, the near corner of base being 4' to the left and 2' back.—Figure 10.

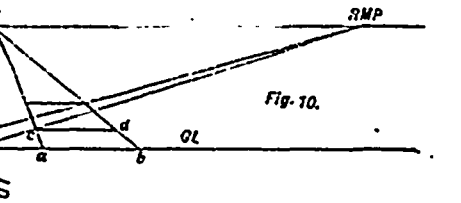
Find in the points e and f the corners of front edge of base when brought forward to PP; on e CV find by means of g LMP a point 2' back: it will give the near right hand corner and the far left hand corner of



base; complete the square; at f erect a perpendicular equal in height to the side of the cube (5'), and from its upper extremity draw a line to CV; but this line is in the HL, therefore the top of the cube is on a level with the eye, and will appear as a straight line; from the corners of the base erect perpendiculars to meet HL.

Problem 11.—A stone pillar 8' high, base 4' square, stands upright on the ground with two faces parallel to PP and near corner of base 4' to the right and 3' back.—Figure 11.

First draw the square base in its proper position; this will need no explanation. At a erect the perpendicular a b, 8' long, draw b CV, which will give c as right hand front corner of top of pillar; the corner d may be



found by a horizontal line from c, or by the perpendicular ef and the line f RMP. Notice how either of these methods follows the general rule given above. In the one case x is represented by g, y by CV, and PC by a; in the other x is represented by h, y by RMP, and PC by c. Having obtained the height of the edges g c and h d, the rest of the top can be easily found.

Problem 12.—A pavement 8' square has two sides parallel to PP, and its near corner 2' to the left and 1' within. In the centre of this, place a slab 6' square, 2' thick, two sides

parallel to PP, and make the top of this the base of a pyramid 5' high.—Figure 11.

With regard to this, the sides of the pavement and the edges of the top and base of slab being parallel, and the centres of the three objects being in one vertical line, we know that the apex or top of the pyramid is above the centre of the pavement, and the diagonals of the base of the slab, in the diagonals of the pavement. Draw the pavement, and in the centre place the square representing the base of the slab by finding the points k, l, in the proper relative positions to m and n, when both squares are brought forward to

the PP. Where the diagonal o LMP cuts the sides k CV and l CV, will evidently give two corners of the smaller square. Now it will be seen that the line o CV passes through two corners of each square and also through the centre, over which is to be the top of the pyramid, so that all the vertical measurements required can be taken by means of a perpendicular from o. On this measure 2', the thickness of the slab, and draw the line p LMP to get the corner r, of top of slab; the corner t may be obtained by a horizontal line from r or a line from s to CV; s is the measurement on the perpendicular from k of the thickness of the slab. To find the top of the pyramid, set off CV its height from the ground and draw v LMP; w will be its position; join it with the corners of the top of slab.

Problem 13.—Represent by a point the position of a bird 6' to the right, 10' back, and 8' high.

Problem 14.—A slab of stone 6' square, 3' thick rests on one of its small faces, with its large face at right angles to PP, and near corner of the side on the ground, 4' to the left and 3' back.

Problem 15.—To the right of, and touching this, place a pyramid 4' high, base 6' square, so that the lower front edges of both objects are in a line parallel to PP.

It would be advisable for the student to work these out carefully, using height 5', distance 12', scale 1/24, or 1/2" to 1".

Arthur J. Reading

## Special Papers.

### ENGLISH LITERATURE FOR EN- TRANOE TO HIGH SCHOOLS.

X.

#### THE GEYSERS OF ICELAND.

IN teaching this lesson considerable time might be devoted to the consideration of the style. The picturesque introduction, the happy mischievous portraiture of the quick-tempered Strokr, and the calm dignified description of the Great Geyser exemplify the possibility of being interesting and yet not commonplace, elevated and yet not bombastic. There is perhaps no extract in the series that exhibits in a higher degree the agreement of diction and thought that characterizes the work of our best writers. A few notes are here added to interest the pupils.

#### GEYSERS.\*

Geyser is a term applied to the eruptive thermal springs that are found in various parts of the earth's surface in evident connection with the volcanic forces at work below. The Geysers in the Yellowstone region are probably the most wonderful of all, but the best known group is in Iceland about 70 miles from Rickiavik. On the slope of a low trap-hill, a space of ground measuring perhaps half a mile each way is thickly interspersed with boiling or hot springs of various sizes, from jets not greater than an overboiling teakettle, up to great caldrons, besides vestiges of others no longer in operation. The chief apertures are two, respectively called the *Great Geyser* and the *Strokr* which are little more than a hundred yards apart. The latter is an irregular aperture of from six to eight feet diameter, down which one may in general safely look, when he sees the water noisily working in a narrower passage about 20 feet below. If by throwing in a sufficient quantity of turf, he can temporarily choke this gullet, the water will in a few minutes overcome the resistance, and so to speak, perform an eruption with magnificent effect, bursting up 60 feet into the air.

"The appearance of the Great Geyser is considerably different. On the summit of a mound which rises about 15 feet above the surrounding ground is a circular pool or cup of hot water 72 feet across at its greatest diameter and about 4 feet deep. From the centre descends a pit of 8 feet width and 83 feet deep, up which a stream of highly heated water is continually but slowly ascending, the surplus finding its way out by a small channel in the edge of the cup. Every few hours the water with a

\* There is considerable difference of opinion as to the correct spelling and pronunciation of this word. The spelling Geyser is probably preferable to Geysir, and the pronunciation by which the *r* is given its own sound and not that of *z* seems to be more natural. This difference in spelling and pronunciation is an argument for a more consistent method of spelling.

rumbling noise rises tumultuously through the pit, and jets for a few feet above the surface of the pool; by and by it subsides and all is quiet again. Once a day, however, or thereabouts this tumult ends in a terrific paroxysm which lasts perhaps a quarter of an hour, and during which the water is thrown in repeated jets from 60 to 80 feet high mingled with such volumes of steam as obscure the country for half a mile round."

The causes of the eruption may be inferred from Dufferin's words: "With regard to the internal machinery by which these water-works are set in motion, I will only say that the most received theory seems to be that which supposes the existence of a chamber in the heated earth almost but not quite filled with water and communicating with the upper air by means of a pipe, whose lower orifice instead of being in the roof, is at the side of the cavern and below the surface of the subterranean pond. The water, kept by the surrounding furnaces at boiling point, generates of course a continuous supply of steam, for which some vent must be obtained; as it cannot escape by the funnel—the lower mouth of which is under water—it squeezes itself up within the arching roof, until at last compressed beyond all endurance, it strains against the rock and pushing down the intervening waters with its broad strong back, forces them below the level of the funnel, and dispersing part and driving part before it, rushes forth in triumph to the upper air."

#### THE EARL OF DUFFERIN.

The writer of this extract was born in 1826, and succeeded to the Peerage in 1841. He received his education at the famous Eton School, and at Christ-Church College, Oxford. From 1849 to 1852 he was a Lord in Waiting on the Queen. He afterwards occupied the position of Under Secretary of State for War. In 1860 he was sent to Syria to settle the difficulties between the natives and Christians. So successful was he in his mission that he was subsequently offered the Governorship of Bombay, but declined it because of the state of his mother's health. In 1868 he became Chancellor of the Duchy of Lancaster, and in 1872 was appointed Governor-General of Canada. Notwithstanding the difficult circumstances in which he was placed by the bitterness of party feelings of Canadian politics during his administration he succeeded in making himself perhaps the most popular of our Governors-General. Since his departure from Canada he has served the English Government as Ambassador at St. Petersburg and Constantinople so successfully as to merit his appointment as Viceroy of India, a position he now fills with credit to himself and country.

The *Geysers of Iceland* is an extract from "Letters from High Latitudes," an account

of a trip in 1856 from Oban, in Scotland, to Iceland, Jan Mayen and Spitzbergen. The voyage was taken in the yacht *Foam*, lasted from June 2 to middle of September, and extended over a distance of 6,000 miles. One of the characters, "Wilson," described in the letters, has won for itself a place in literature beside *Sam Weller* and *Mickey Free*.

*W. P. Russell*

#### THE HEALTH OF TEACHERS.

THAT a teacher may be successful, he frequently studies late in the night. This is a mistake. Success is not always determined by the amount of time devoted to work. No one can succeed in the school room without being industrious. Recreation is necessary, however, and he who studies all the time will soon be unable to perform the duties of his office. It is a mistake to consider time taken from the sleeping hours as so much time gained. Sleep is necessary, and those who sleep the most profoundly are best prepared for the duties of the following day.

A certain amount of time each day should be devoted to exercise. A teacher ought to be able to walk several miles without being wearied. School teaching is not confining. There is no need of a teacher's dying young if she takes good care of her health. No wonder many of them die at the age they ought to be most useful to the world. The wonder is that they live as long as they do. Without exercise the system becomes languid. Worry preys upon the mind and body, and soon the vital force necessary to resist disease is gone.

Keep the school room pleasant, take plenty of exercise, and school teaching will not interfere with your health. The manner of taking exercise depends upon how you are situated. Manual labor of any kind is good. Walking is excellent. Walking is almost a lost art. Most ladies can walk but a short distance until they are exhausted. Exercise should not be carried to excess; just enough to keep the system fresh and vigorous. As a rule, students and teachers should devote at least one hour and thirty minutes to exercise. It will be time well spent. More work can be accomplished in the remaining hours than if the whole time had been spent in study. The teacher is not only responsible for her own health but for that of her pupils also.

Keeping late hours will injure the health of any one. There is death in the night air, especially to young persons. Nothing is gained by keeping late hours, and then sleeping late in the morning. The mind is the most vigorous in the morning, and that is the best time to study. Stop at night and begin work with the dawn, if you would be healthy and wise.—*From the Normal Index.*

## The High School.

### Τῆς.

BY R. H. CUTLER, A.M.,  
Principal, High School, Newton, Mass.

ALTHOUGH "one" has generally been given as the first dictionary definition of the enclitic *τῆς*, it is only within a few years that lexicons, vocabularies, grammars, and notes have called attention to the fact that *τῆς* is often precisely like the indefinite "one" in English, or like the corresponding indefinites in French and German. It is almost never heard translated any other wise than "any one" or "some one." This is not strictly incorrect, but it fails to give as close an imitation of the Greek as is possible. *Τῆς* is enclitic; that is, without accent or emphasis in the sentence. Its office very often is to express a personal subject without emphasis, and thus to throw the emphasis on the verb. The instances of *τῆς* thus used in the first book of the *Anabasis* I would translate: "Unless one give them money" (4, 12); "Whenever one pursued" (5, 2); "If one start them up suddenly" (5, 3); "As one would run for a prize" (5, 8); "Sooner than one would suppose" (5, 8); "Should one carry on war with rapid movements" (5, 9); "Nor even would one say this" (9, 13); "To travel where one wished" (9, 13); "Whatever one sent" (9, 23). I think it is plain that to translate *ἐπεὶ τῆς διώκοι*, "whenever any one pursued," adds a thought that does not belong to the Greek. The meaning is not, "no matter who it was that pursued," but "whenever pursuit was made."

We are familiar with the fact that the French indefinite *on* is often used with the active voice, where the English would use the passive, the passive form being generally avoided in French; as, *on le flatte, mais on ne l'aime pas*,—"he is flattered, but he is not loved." In Greek, too, the passive is less common with any other than a personal subject; we even find the indirect object of the active when denoting a person made the subject of the passive, the direct object of the active being retained. The impersonal passive of intransitive verbs is unknown in Greek. The English, however, uses freely the passive voice to make the subject of the action indefinite. This use of the passive in English is, then, the idiom often corresponding with the use of *τῆς* in Greek, and just as we translate *ici on parle français, hier spricht man deutsch*,—"French is spoken here, German spoken here," we may translate in the cases quoted above, "Unless money be given them," "If they are started up suddenly," "Quicker than would be supposed," "Nor even would this be said," "Whatever was sent." In defiance of authority, I am disposed to extend this explanation to many, or even most instances, where we are told that *τῆς* means "every one," or "many a one," or "here and there one"; thus *εὖ μὲν τῆς ὄρου θηξάσθω*, "well let the spear be whetted," "well let one whet one's spear"; *ὡς δὲ τῆς εἰπέσκον*, "such words as these were uttered"; *ὥρῃ δειπνεῖν ὅτι τῆς ἔχει*, "one must make dinner of whatever one has," "dinner must be made of whatever is on hand" *τοῦτό τῆς ἴστω*, "let this be known." In every instance, I should, if possible, avoid rendering *τῆς* by an emphatic word.—*New York School Journal*.

### RIP VAN WINKLE.

#### PAPER I. — INTRODUCTORY.

1. Is Rip Van Winkle a poem? If not, what is it? Give reasons for your answer.
2. Give dates for birth and death of Washington Irving, and mention any important event which happened about the time of his birth.
3. Mention any circumstances in connection with the life of Irving which had an effect upon his writings, and explain fully.
4. Give the fictitious names or *noms de plume* which he assumed, and explain their applicability to the subjects treated of.
5. Name his leading works.
6. Where and when is the scene of Rip Van Winkle laid?
7. Describe the Hudson River, and give the names of the leading places on its banks.
8. Where did Irving reside during the latter years of his life? What associations connected with the neighborhood?
9. Give events in the life of Irving connected with the following dates: 1800, 1802, 1804, 1806, 1809, 1818, 1831, 1832, 1835, and 1842. How was Irving's literary style formed? Explain fully.

#### PAPER II.

1. "He had now entered—sadly." What is the connection in which these words are used?
2. Explain the meaning of skirts, very village, for an old acquaintance, misgave, and addled.
3. Why did the children point at his beard?
4. What practical lesson is indirectly given in this extract?
5. "Strange—strange." What figures in the repetition of the word strange? Derive: Village, troop, strange, populous, whether, world, Hudson, precisely and perplexed.
6. Is there any word of Greek origin in the extract? If so, derive it.
7. Criticise the style of this extract, mentioning anything worthy of commendation, and also anything deserving censure.
8. Give the names of the leading characters in Rip Van Winkle, and write a note on any two of them.
9. Rewrite in your words, from "this mind—sadly"; bringing out the sense of the passage clearly.
10. "That flagon—sadly." Write a note on this sentence, mentioning anything worthy of remark in it.
11. Write a few lines from some other part of the work, giving your reasons for thinking them worthy of laying away in the memory.

*J. Turnbull*

THE Ohio Legislature created a State Forestry Bureau at its last session. Governor Hoadly has appointed Superintendent Peaslee of Cincinnati, Director of the Bureau for six years. Mr. Peaslee has also been appointed Counsellor for Ohio of the American Institute of Civics, which was organized in Boston a short time ago, with Henry Randall Waite, President of the society, and Hon. Morrison R. Waite, Chief Justice Supreme Court, U.S.A., President of the Advisory Board.

### RESEARCH VS. TEACHING.

MARK PATTISON was not only a memorable instance of the reaction from Ritualism to Rationalism, but a type of some other peculiar forms of contemporary thought. As an academical reformer he was the great champion of endowment of research. The educational duties of a university he wished to see treated as secondary; in truth, he viewed all extensions of activity in that direction with rather an evil eye, and himself as head of a college seemed to treat his educational functions with disdain. Research, literary and scientific, he regarded as the primary object of the institution; and he wished the endowments, instead of being used as salaries for teachers or prizes for academical distinctions, to be turned into supports for men devoted to inquiry and speculation. How the men were to be selected, or how their industry was to be secured, he never explained and his new Atlantis remained like that of Bacon, in its visionary stage, so far as his own university and country were concerned. The Johns Hopkins University at Baltimore is an approach to his ideal. But the union of teaching with research is generally beneficial to both: the work of the lecture-room stimulates that of the study, and Niebuhr had good reasons for saying that his pupils were his wings. Time must, however, be allowed for the performance of both functions, and the professors in our undermanned colleges who are always kept to the grindstone of teaching cannot be expected to perform the great duty of a university. This is a strong reason for confederation. Every university worthy of the name, says Dr. Nelles in his excellent address, "ought not only to furnish instruction in what is known of the sciences, but to make provision for original investigations." It is impossible that this ideal should be fulfilled unless the staff is sufficiently large and well paid to allow some leisure for investigation to each of its members; and, till our resources shall have been concentrated, no great improvement in that respect will be in our power.—*The Week*.

WE begin our education at the wrong end. Instead of cramming a child with Latin grammar at the age of 6, we ought to teach him French, German and Italian while he is young enough to master the pronunciation correctly. Then, as a sort of extra polish, let him, if he has time and talent enough, study Latin and Greek, beginning say about the age of 15. If he has no aptitude for these dead and practically useless languages, let him at once abandon them. By our idiotic system, we make a boy waste the whole of his school-days in vainly endeavoring to write languages which he most probably detests, and then expect him to pick up French and German as he best can in the course of a long vacation tour abroad.—*London Truth*.

## The Public School.

### TEACHERS INSTITUTES.

THE public school inspector for the County of Wentworth, Mr. J. H. Smith, has held a series of Teachers' Institutes in the various townships of that county. In order to facilitate the work to be done, and to guide discussion, he prepared a series of questions on the methods of teaching the subjects to be considered at each institute. This certainly tends to make these meetings highly interesting and profitable, particularly as the teachers were requested to prepare themselves on all the points involved in these questions, and thus be ready to take an active part in all discussions. Teachers were requested to propose additional questions in order to bring out information on any points not already referred to concerning which they wished information.

The plan has so much to commend it and is so suggestive that we take the following from one of Mr. Smith's circulars:—

#### READING—METHODS.

I. Would you give your pupils special training in the elementary sounds of our language? If so, to what extent, and with what class would you begin? Give examples of your method.

II. What steps would you take to improve the reading of your pupils in regard to:—(1) Expressing clearly the sense of the passage to be read; (2) Fluency; (3) Cultivating a natural tone of voice; (4) Articulation and enunciation; (5) Correct pronunciation; (6) Proper pauses and emphasis.

III. State concisely how you would introduce and teach a reading lesson to a class? (1) In the Second Book; (2) In the Fourth Book.

MEM.—Use the lesson page 84, Second Book, and pages 90 and 321, Fourth Book, for illustrating your method.

IV. To what extent and how would you use (1) Imitation as a means of improving the reading in your school? (2) Concert reading?

V. Would you advise the committing to memory of noble sentiments, either in prose or poetry? How and to what extent do you carry this out in your school? What means do you use to cultivate a love for reading among your pupils?

#### SPELLING—METHODS.

I. Should oral spelling be taught? If so, to what extent and in what classes?

II. In what way would you teach written spelling? Discuss the value of transcription as an exercise in spelling.

III. Would you teach rules for spelling?

If so, state what rules and to what classes they should be taught.

IV. How would you teach the spelling of words that are pronounced alike, but have different meanings?

V. In what classes and to what extent should a spelling book be used?

VI. How would you correct errors in spelling (1) In a dictation exercise? (2) In oral spelling? What means would you adopt to secure the correct spelling of these misspelled words in future?

VII. Are spelling matches valuable as a means of teaching spelling? If so, how should they be conducted?

#### COMPOSITION AND PRACTICAL ENGLISH—METHODS.

I. Should oral composition be taught? If so, how and to what extent?

II. What object should we have in view in teaching written composition (1) to a junior class? (2) to an advanced class? What steps are necessary in the first case, and what in the second?

III. Discuss the value of written abstracts of lessons as a means of teaching composition.

IV. How and to what extent would you teach punctuation (1) to a junior class? (2) to a senior class? Would you give rules for punctuation in either case?

V. How would you explain to a class the following sentences? "I will not do so no more." "London is larger than any city in the world." "You have given me no easy question to answer." "He wished for nothing more than a dictionary."

### A STEP IN SUBTRACTION OF FRACTIONS.

THE COMMON DENOMINATOR IS FOUND IN THE DENOMINATOR OF EITHER THE MINUEND OR SUBTRAHEND, AS  $\frac{1}{2} - \frac{1}{4}$ ;  $\frac{1}{3} - \frac{1}{6}$ ;  $\frac{5}{6} - \frac{1}{12}$ .

MATERIAL.—A chart on which are pasted disks which are divided respectively into halves, fourths, sixths, eighths, tenths and twelfths.

PLAN.—Show the minuend in terms of the subtrahend. Thus: in making the subtraction,  $\frac{1}{2} - \frac{1}{4}$ , show one-half of the disk which is divided into fourths. After making several subtractions, the children will tell at once what disk they will need to use in making the subtraction. Next, give a number of examples to be done mentally. Last, give more difficult examples to be done at the board.

METHOD.—T.—If I have  $\frac{1}{2}$  of an apple and give you  $\frac{1}{4}$  of an apple, what part of the apple shall I have left? Let this disk (the

disk divided into fourths) represent the apple. What part of the apple do I show you? (Showing  $\frac{2}{4}$  of the disk.)

C.— $\frac{1}{2}$  of the apple.

T.— $\frac{1}{2}$  equals how many fourths?

C.— $\frac{1}{2}$  equals 2/4.

T.—When I speak of one half of an apple, of how many fourths do you think?

C.—I think of two fourths.

T.—If, then, I have  $\frac{1}{2}$  of an apple and give you  $\frac{1}{4}$  of the apple, how many fourths have I left?

C.—You have  $\frac{1}{4}$  left.

T.—You may tell me the whole story.

C.—If you have  $\frac{1}{2}$  of an apple and give me  $\frac{1}{4}$  of an apple, you will have  $\frac{1}{4}$  left.

T.—If I have  $\frac{1}{2}$  of an orange and I give you  $\frac{3}{8}$  of an orange, what part of the orange shall I have left?

Let this disk (the disk divided into eighths), represent the orange. What part of the orange do I show you? (Showing  $\frac{4}{8}$  of the disk.)

C.— $\frac{1}{2}$  of the orange.

(Question as above.)

T.—If we had  $\frac{1}{2}$  of a barrel of flour and used  $\frac{5}{12}$  of a barrel of flour, what part of the barrel did we have left? Which disk will you use in subtracting  $\frac{5}{12}$  from  $\frac{1}{2}$ ?

C.—The one divided into twelfths!

T.—How many twelfths of a barrel of flour did we have at first?

C.— $\frac{6}{12}$ .

T.—How many twelfths of a barrel of flour did we have left?

C.— $\frac{1}{12}$ .

T.—If you wish to subtract  $\frac{3}{10}$  from  $\frac{1}{2}$ , what disk will you use?

C.—The disk divided into tenths.

T.—Look at the disk and then express  $\frac{1}{2}$  in tenths. If you subtract  $\frac{3}{10}$  from  $\frac{1}{2}$  what remains?

C.— $\frac{2}{10}$ .

T.—Look at the chart and raise hands to tell me what remains after subtracting  $\frac{1}{2}$  from  $\frac{5}{6}$ , Harry.

H.— $\frac{2}{6}$ .

T.—Who will say  $\frac{2}{6}$  in a different way?

C.— $\frac{1}{3}$ .

T.—We will hide the chart for a while, to see if we can answer some questions without it.  $\frac{3}{4} - \frac{1}{2}$ ?

C.— $\frac{3}{4} - \frac{1}{2} = \frac{1}{4}$ .

T.— $\frac{5}{8} - \frac{1}{2}$ ?

C.— $\frac{5}{8} - \frac{1}{2} = \frac{1}{8}$ .

Other questions of the same character were asked and answered.—From the New York "School Journal."



## Educational Intelligence.

### HALIBURTON TEACHERS' ASSOCIATION.

ALTHOUGH the weather was very unfavorable a very successful meeting of the above association was held in the Town Hall, Minden, C. D. Curry, I.P.S., in the chair. J. E. Croly, M.A., read a paper on "The Moral Element of Education," which was a very poetical and touching appeal to educators to have their pupils well grounded in morals. W. Leith gave a very practical explanation of his method of teaching junior arithmetic. Mr. J. J. Tilley's lecture in the evening was listened to by a large audience. R. S. Johnson took up the subject of Primary Reading, which, after much discussion, was laid over to be brought up at the next meeting of the association. It was universally acknowledged that this was the most successful meeting ever held by the association.—*Com.*

MR. A. McMILLAN, late principal of Rockwood academy, has been appointed P. S. Inspector for Halton.

DR. SHELDON JACKSON has been appointed superintendent of education for Alaska by the United States Government.

AN artillery school of instruction is to be opened in Winnipeg and it is said Lieut.-Col. Taylor, D.A.G., will be commandant.

THE trustees of the Guelph high school are taking the necessary step in order that their school may be ranked as a collegiate institute.

NEGOTIATIONS have been so successfully carried on that the amalgamation of King's and Dalhousie Colleges is now looked upon as a certainty.

REV. JOHN FOREST, professor of English literature, has been appointed principal of Dalhousie College *vice* Dr. Ross, recently retired.

FORTY dollars was raised in Bracebridge last week by a concert given by the public school pupils. The money will bespent in beautifying the school grounds.

THE governors of King's College some time ago asked for applications for the office of president combined with professorships of divinity and classics, offering a salary of \$2,000 and a house.

SEVERAL valuable medals have been donated by friends of the Ottawa Collegiate Institute to be awarded to the most successful pupils of the higher classes. The Governor-General gives a large bronze medal.

THE annual entertainment of Waterdown high school came off as announced last Friday evening, and was a brilliant success both financially and otherwise, the total receipts being \$115 and the net profits about \$70.

MR. COLLES has been appointed to the position of inspector of public schools in East Kent. Mr. E. B. Harrison positively refused to remain in office longer than June 30 of this year, and as Mr. Colles was the only qualified candidate in the field

within the county, his appointment was made unanimous.

THE bill which proposed to authorize the Cleveland Board of Education to supply all the pupils in the public schools of the city with books at public expense, was defeated in the Ohio Legislature by a vote of two to one. The general feeling seems to be that text-books should not be supplied in any other way than through the regular channels of trade.

THE death of a boy attending King's College School, London, has been caused by cruel treatment at the hands of larger boys. Sir William Harcourt, the Home Secretary, in announcing to Parliament that he had placed the affair in the hands of the public prosecutor, spoke with great indignation in reference to the matter and expressed his hope that the guilty ones would be convicted and severely punished.

GRADUATES of Harvard, and of other colleges as well, are interested in an effort which the New England Historic Genealogical Society is making, through its agent, Henry Fitz-Gilbert Waters, now in England, to dispel the mystery which has always surrounded the life of John Harvard. Mr. Waters, it is said, has recently come upon facts which are expected to lead to important discoveries regarding the founder of Harvard, and the alumni are asked to aid the society in prosecuting the work.

THE Hoboken, N. J., Board of Education has imposed a rule prohibiting the use of slang by teachers in presence of their pupils. It is said in one of our daily papers that the rule was resented as an insult by the young women. Whether the Hoboken teachers use slang or not is, of course, a question of fact. If they are not addicted to it, there could be no motive for the proposed prohibition. But if they never—or hardly ever—use it, it must be said that they are certainly not like ordinary teachers in other places.

AN examination for defective eyesight among the pupils of the Chicago public schools shows five per cent of the children in the primary departments to be affected with near-sightedness, and an increasing percentage all the way up to the high school, where no less than 70 per cent are found to be short-sighted. It is suggested that the 70 per cent is simply the scholastic survival of the five per cent, there being only one-tenth as many pupils in the high school as in the primary departments. This theory requires, however, that all the near-sighted pupils should stay in school, and all those that drop out should possess perfect vision.

THE Kindergarten Department, N. E. A., meets at Saratoga from July 14 to 18. The following subjects will be presented for discussion:—1. "Relation of Kindergarten to Primary School," by Hon. J. W. Dickinson, Boston, Mass. 2. "Essentials of the Kindergarten," by Mrs. Eudora Hailmann, La Porte, Ind. 3. "The Kindergarten in the Mother's Work," by Mrs. Elizabeth Powell Bond, Florence, Mass. 4. "Reform Through the Kindergarten," by Mrs. Clara A. Burr, Oswego, N. Y. Additional papers are expected from Prof. Felix Adler, of New York, Mrs. F. A. B. Dunning, of Kenosha, Wis., and W. N. Hailmann, President Kindergarten Department, N. E. A.

## Personals.

HON. CHARLES E. FITCH is to deliver a course of lectures on "Journalism," before the Cornell students.

PROFESSOR GOLDWIN SMITH will deliver an address on "British Rule in India" at Cornell University on Class Day, June 16.

GENERAL GRANT has dedicated his Autobiography "to the officers and soldiers engaged in the War of the Rebellion, and also those engaged in the War in Mexico."

MR. GLADSTONE no longer takes the keen delight of his earlier years in felling trees, and, indeed, only wields the axe now at long intervals, just to maintain the tradition.

A FINE marble memorial tablet with a medallion portrait is soon to be placed in the Marquand Chapel, Princeton, in honor of the late Professor Henry, of the Smithsonian Institution.

EX-SENATOR THURMAN is said to have learned French in his boyhood from a little French girl who was his playmate. She was a poor half orphan, and was taken into the Thurman household with that very end in view.

MR. T. J. PARR, of Woodstock high school, teaches elocution and classics. The statement in our last issue may, however, have been slightly misleading. Mr. Geo. Strauchon, B.A., one of the most experienced of our high school teachers, is classical master.

WHEN Victor Hugo was only five years old his father wrote of him: "Victor exhibits a great aptitude for study. He is as forward in manner as his eldest brother and is extremely thoughtful. He talks little and to the purpose. His observations have frequently struck me as remarkable."

TENNYSON has thanked a Harvard student for the sentiment of regard expressed in a poetical tribute. While recognizing that the young collegian has over-praised him, he remarks that a dose of over-praise will not make him giddy, as he has been abused by the English press during the greatest part of his life.

THE Prince of Wales, on behalf of the trustees of the British Museum, received in trust for the nation the marble statue of Charles Darwin by Mr. Boehm, R.A. The memorial stands on the landing of the main staircase of the Natural History Museum. It will be presented by Professor Huxley, chairman of the Darwin Memorial Committee.

POOR Gordon could not help taking a quaintly humorous view of things, even in the dark days at Khartoum. When he found that Mr. Gladstone's Government was persistently disregarding his appeals for aid, and became convinced that he was to be a martyr to duty, he naturally blamed Sir Evelyn Baring for his abandonment and said so bluntly in his diary; but he added, with a keen recollection of his own last journey across the desert, "Oh, Evelyn! Evelyn! I would forgive you all your iniquities if I could see you bumping across the Korosko Desert upon a camel!"

ALBERT MILLAUD in *Le Figaro* (Paris) bluntly remarks that it is neither the great poet, the sublime prose writer, the sweet philosopher, the

marvellous dramatist nor the literary genius whom the French people are deifying in Victor Hugo, but the freethinker and politician. "And these last two qualities," he adds, "are within the grasp of every imbecile."

PROFESSOR ASA GRAY is in San Francisco, having been recently travelling through Southern California, studying its flora. He went to the Pacific coast by the Southern Pacific Railroad in order to see that part of the country when it was green. He is busily engaged on his great forthcoming work, "The Flora of North America."

A PROVIDENCE journal correspondent recalls that Nathaniel Hawthorne once attended a Bowdoin alumni banquet at which he was expected to speak. The presiding officer at the proper time arose and introduced him with some highly laudatory remarks, and then, turning about, found Hawthorne's chair vacant. That shy genius had slipped out of the room unobserved and was not seen again that evening.

THE Duke of Argyll relates that once talking with Charles Darwin he referred to some of the wonderful contrivances seen in nature, and remarked that one could not see them without being convinced that they were the effect and expression of mind. The great naturalist looked at Argyll very hard and said: "Well that often comes over one with overwhelming force; but at other times"—shaking his head vaguely—"it seems to go away."

JUST after his election to the French Academy Edmond About was invited to dine at the house of a lady not noted for the excellence of her banquets. In conversation, some one spoke of the salary paid to Academicians. "It is not much," said About, deprecatingly. "Fifteen hundred francs a year, is it not?" "No; only a hundred francs a month." "That is indeed very little." "Yes," said About; "but"—with a glance around the table—"one is fed."

CARL ROSA says that while music is his profession, politics and paintings are his hobbies. His house is a regular art-gallery, all through. Prominent in the dining-room is a large picture by "Joe" Jefferson, the actor. Mr. Rosa, now forty-two years old, is a spare, little man, with light hair and a huge moustache. He is notably domestic in his habits, spending all his leisure time with his wife and children, and is scarcely prouder of anything than his two-years old boy. Herbert can sing the "Policeman's song" in "The Pirates of Penzance" correctly.

THE University of the City of New York is to be congratulated on the arrangements it has been finally able to make in regard to the Chancellorship. The position will be filled permanently henceforth by the Rev. Dr. John Hall, who has obligingly performed its duties for three years past. He will have the assistance of the Rev. Dr. MacCracken, whose conspicuous ability is widely recognized, as vice-chancellor. Other changes have also been made, and the friends of the university have the strongest possible reasons to expect that it will soon occupy a prominent position among the leading colleges of the country.

THE late Mark Pattison, rector of Lincoln, had a human fondness for his books. Nothing annoyed

him so much as to hear one of them fall; and dusting them, which he reduced to a science, seemed to give him real pleasure. In his last illness the sight of any of his favorites depressed him greatly. "Ah," he would say, "I am to leave my books," and sometimes, "They have been more to me than my friends." He would ask for them one after the other, till he was literally covered almost to his shoulders as he lay, and the floor around him was strewn with them. He used to say that the sight of books was necessary to him at his work; and once reading how Schiller always kept "rotten apples" in his study because their scent was beneficial to him, he pointed to some shelves above his head, where he kept his oldest and most prized editions, and said, "There are my rotten apples."

## Correspondence.

### AN OUTSIDE VIEW OF EDUCATIONAL MATTERS

To the Editor of the EDUCATIONAL WEEKLY.

SIR,—I have read with a great deal of pleasure Miss DeBelle's letter from Colpoys Bay, giving an account of how her school observed Arbor Day. Miss DeBelle gives evidence of being an enthusiastic teacher, and I am sure she has a very great influence over her scholars. I think that the practical way in which she gave them lessons on forestry must commend itself to all teachers. Would it not be well, if the regulations allowed, for teachers to give as frequently as possible such practical lessons? I think that book learning is not to be compared to the practical drill such as Miss DeBelle mentions.

I was much struck in visiting a country school the other day, in finding that the old system of teaching figures is still in vogue. As it strikes me, this is to be lamented. Figures are symbols of mathematical science, which is essentially abstruse, and difficult for young minds to comprehend. The old methods of Addition, Division, and Multiplication were pursued, and I observed that the teacher did a good deal of work herself which, I am sure, I should not do if I were a teacher. As I passed through the various rooms, some filled with scholars engaged in reading, others engaged studying arithmetic, my conductor made the remark, that it was pretty much the same in all the rooms; but the remark was unnecessary, for my faculty of observation was not entirely blunted. I could not help wondering what was meant by people who talked about our "boasted system of education," and I could not forbear querying why the experience of the past half century had not developed some improved method of conveying to the mind of the young the science of figures. As things are now I am sure they do not comprehend it.

One thing that I have observed in the school education of the present day is an almost total lack of training in the elementary and practical branches, and an elaborate expansion of the æsthetic and unpractical. For instance, I have known a young pupil to be burdened with a dozen different studies, when not able to properly compose, punctuate, capitalize, or paragraph such ordinary matter

as newspaper articles or business letters. To my mind there is something incongruous in this state of affairs.

Speaking of composition, I recently heard a challenge made to a teacher to produce a single pupil of the high school in his town, who thoroughly understood English composition. He somewhat demurred to the challenge as implying a state of things that could not be presumed to exist; but when pressed, and when a definition was given as to what the challenger meant by proper composition, the teacher reluctantly admitted that it would be difficult to produce even one student who could be thoroughly relied upon to undertake the regular duties of life so far as composition of ordinary matter is concerned.

I observe that in the National schools of Ireland the Government pay to the teachers what is called a "result fee" annually throughout the whole course of the child's stay at school, which, according to the tables laid down, is supposed to extend over a period of nine years. This fee is paid for results in reading and spelling—the two most elementary branches in education. It seems to me that payment by results after this fashion would give the credit (and cash) to those who rightfully earn them, namely, the hard-working and poorly paid teachers. In the National schools at Portlaw, Ireland, in 1874, the female teachers made over \$50 by result fees, and in 1875 over \$80. The result is gauged according to the standard of reading and spelling fixed by the Government. The teachers are at liberty to teach by whatever method they prefer—the *result*, not the *method*, being the standard for Government censure or commendation.

In the Portlaw schools the results above mentioned were reached through the medium of phonotypy. The children were first taught the phonetic letters, which differ very slightly from the ordinary alphabet, the chief feature of the system being that each sound has its own letter and each letter its own sound. When the children know the phonetic letters as learned from sheets, and can combine them to form words, the teachers find no difficulty in bringing them through the First and Second Reading books as published by the Commissioners. The Portlaw teachers testify that the children are taught with far greater ease than they formerly were; that they are more proficient, and that there is a more marked improvement on the whole. The teachers much prefer this method to the old one, and, as it is a matter of dollars and cents to them, the amount of their income depending upon their success, it is easy to believe what they assert. They certainly would not pursue a course prejudicial to their own interests.

It seems to me that the spelling reformers are pretty nearly right in their estimate of the importance of the reform of our English spelling, which everyone admits to be capricious and misleading; but leaving aside the question of the spelling reform as an *end*, it occurs to me that it would be well for teachers to give the matter some attention, viewing phonotypy or phonetic letters as a *means* to an end. The phonic system which is in use in the Toronto schools is a move in the right direction, but I should think it would be more difficult to teach with an incomplete alphabet than it would with a full and complete and purely phonetic one.

OBSERVER.

## Examination Papers.

### ADMISSION TO HIGH SCHOOLS.

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

#### HISTORY.

JUNE, 1882.—ENGLAND.

1. What races made settlements in England, before the year 1200? Tell what you know about the Heptarchy.
2. Give a brief account of the Norman Conquest.
3. Mention, giving dates when you can, any important events in the reign of Elizabeth.
4. Give a short account of the reign of Charles the First.
5. Tell what you know about the following persons:—Wolsey, Cranmer, Sir Walter Raleigh, Hampden.
6. What was the Declaration of Rights? Give its principal conditions.

DECEMBER, 1882.—ENGLAND.

1. Tell what you know about the coming of the Danes into England.
2. When did Henry II. become King of England? What did he do to make the Government better and stronger? Tell what you remember about Thomas Becket.
3. Give an account of the Great Charter and the struggle by which it was secured.
4. Tell what you know about the wars with France in the reign of Edward III.
5. When did Henry VII. begin to reign? Tell of his troubles with pretenders. What was his policy towards the nobles? His foreign policy?
6. Tell what you know about the following persons:—Lord Darnley; Villiers, Duke of Buckingham; Lord Strafford.
7. We are told that "The Reform Bill marked a great advance in the English Constitution." Put down what you can in explanation of this statement.

JUNE, 1883.—ENGLAND.

1. Tell how William the Norman came to be king of the English, and how he made his rule very strong.
2. What is the date of the Great Charter? Tell what you know about the struggle by which the charter was secured.
3. What were the Wars of the Roses? When were they waged? Why are they important events in English history?
4. Tell what you know about—Wolsey, Thomas Cromwell, Sir W. Raleigh, Hampden.
5. How did England become to be engaged in war with Napoleon? Name some of the chief battles, and say how the war ended.
6. Explain "Long Parliament", "National Debt", "Abolition of Slavery".

DECEMBER, 1883.—ENGLAND.

1. Who were the Saxons? What changes did their invasion make in England? What changes did the Norman conquest make?
2. Name a good king of England and also a bad one, and tell some things the former did that were good for the people, and some the latter did that were bad for them.
3. What were the chief events in the reign of Henry VIII?
4. What were the causes that led to the setting up of the Commonwealth?
5. What have been the chief events in the reign of Victoria?
6. Write short notes on any *four* of the following:—Magna Charta, Court of the Star Chamber, The Petition of Right, The Habeas Corpus Act, The Declaration of Rights, The Reform Bill.

JULY, 1884.

1. Sketch briefly the Norman Conquest.
2. Give a short account of the reign of Charles I.
3. Tell what you know about—E. Burke, The Star Chamber, The Long Parliament, Beaconsfield, Sir Walter Raleigh, the Black Prince, Sir Garnet Wolseley.
4. What concessions were made by the King in granting the Magna Charta?
5. Give a short account of the War of American Independence.
6. Define as clearly as you can—Free Trade, Premier, Cabinet, Vice-Regent, Coalition.

DECEMBER, 1884.—ENGLAND.

1. Tell what you know about the reign of King John.
2. Explain (as well as you can) how England is governed.
3. Write brief notes on:—The Declaration of Rights, The Treaty of Union, The Abolition of Slavery, The Repeal of the Corn Laws.
4. Who was Oliver Cromwell, and how did he rise to the position of Protector?
5. What did the Habeas Corpus Act enact? In whose reign was it passed?
6. Define:—National Exchequer, Fiscal Policy, Trial by Jury.

#### SPELLING.

AUTUMN TERM, 1873.

1. Give words to show the different sounds of *o*, and others in which *oo* has the same sound as *u* in *full*.
2. Correct, where necessary, the spelling of the following:—*weppon*, *mandarine*, *valise*, *enammel*, *benifice*, *rapsoody*, *dishevel*, *massaker*.
3. Distinguish *cholera* and *collar*; *council* and *counsel*; *canvas* and *canvass*; *practice* and *practise*.
4. Accent the following:—*arithmetic*, *centrifugal*, *antipodes*, *decorum*, *decompose*, *caloric*, *economic*, *hortative*, *cerulean*, *amateur*.

JANUARY, 1874.

1. Correct where necessary the spelling of *aker*, *banker*, *refrane*, *impune*, *boyancy*, *meezles*, *substraction*, *grammer*, *vittles*, *hypocriey*.
2. Distinguish *hail* and *hale*, *sole* and *soul*, *quarts* and *quartz*, *bate* and *bait*, *but* and *butt*.
3. Accent the following:—*American*, *intricacy*, *interpose*, *excursion*, *amateur*, *conqueror*, *quandary*.
4. Write the present participle of *level*, *admit*, *differ*, *lie* (in both senses), *rob*, *judge*, *dye*.

JUNE, 1874.

1. In the following extract point out—  
(i.) The consonants.  
(ii.) The diphthongs.  
(iii.) The silent letters.  
"Down he hewed the boughs of cedar,  
Shaped them straightway to a framework."
2. Distinguish 'bow' and 'bough', 'bale' and 'bail', 'lie' and 'lye', 'maze' and 'maize', 'sutler' and 'subtler'.
3. Write the present participle of 'hit', 'die', and 'higgle'; and the third singular present indicative of 'buy', 'comply', and 'fry'.
4. Correct where necessary, the spelling of *axident*, *burgher*, *ellevate*, *Georgena*, *tremenduous*, *extraordinary*, *nomative*, and *ajactive*.

DECEMBER, 1874.

1. Make a list of the consonants, of the vowels, and of the diphthongs, and point out the silent letters, occurring in the following lines:  
"At midnight the moon cometh,  
And looketh down alone."
2. In which of the following words is the 'h' at the beginning silent:—*Hare*, *humor*, *honest*, *height*, *herb*, *hall*, *higgle*, *hurry*, *hack*, *hour*?
3. In which of the following words is 'g' hard:—*Liege*, *league*, *oblige*, *obligation*, *give*, *gig*, *gentleman*, and *burgess*?
4. Distinguish between the meanings of 'loose' and 'lose', 'device' and 'deviser', 'mace' and 'maze', 'accept' and 'except', 'statue' and 'statute', 'tracks' and 'tracts'.
5. Correct, where necessary, the spelling of the following words:—*Tellegraph*, *prarie*, *dense*, *immagine*, *incradulity*, *indistinct*, *consert*, *warmpth*, *conceit*, *currency*, *antiquity*, and *forfeit*.

JUNE, 1875.

1. Correct where required the spelling of the following words:—*Artic*, *professor*, *candadites*, *necessary*, *majestracy*, *anser*, *develope*, *ettymology*, *dictionary*, *grievous*, *tremenduous*, *extraordinary*.
2. Point out the diphthongs, the dissyllables, and the silent letters in the following stanza:—  
"The fair breeze blew, the white foam flew,  
The furrow followed free;  
We were the first that ever burst  
Into that silent sea."—*Coleridge*.
3. Distinguish 'affect' from 'effect', 'descent' from 'dissent', 'apposition' from 'opposition', 'gesture' from 'jester'.
4. Give the different meanings of 'bound', 'lower', 'flatter', 'host', and 'lock'.

SPECIMEN PAGE OF STORMONTH'S ENGLISH DICTIONARY.

sphæraphides

spicula

**sphæraphides**, n. plu. *sḗ-ráf'í-déz* [Gr. *sphaira*, a globe; *raphis*, a needle; *raphídēs*, of a needle], in *bot.*, globular clusters of raphides, or globular aggregations of minute crystals, as found in pñanerogamous plants.

**sphærenchyma**, n. *sḗ-réng'kí-mú* [Gr. *sphaira*, a sphere or globe; *enchyma*, the substance of organs, an infusion—from *en*, in; *chéō*, I pour], in *bot.*, vegetable tissue composed of spherical cells.

**sphærosiderite**, n. *sḗ-rō-sid'ér-ít* [Gr. *sphaira*, a sphere; *sídēros*, iron], a term applied to grape-like or kidney-shaped concretions of sparry carbonate of iron.

**sphærolites**, n. plu. *sḗ-rú-lítis* [Gr. *sphaira*, a sphere; *lithos*, a stone], in *geol.*, a cretaceous genus of thick subconical shells, having opercular-looking upper valves; a variety of obsidian or pearl-stone, found in small rounded grains.

**sphagnum**, n. *sḗ-ty-nám* [Gr. *sphagnos*, a kind of moss], a kind of moss found in bogs: sphagnous, a. *sḗ-ty-nítis*, mossy; pert. to bog-moss called sphagnum.

**sphalerocarpium**, n. *sḗ-l'ér-ō-kár-pl'ám* [Gr. *sphalēros*, unsteady, faithless—from *sphallō*, I trip up; *karpōs*, fruit], in *bot.*, a small indehiscent, one-seeded fruit, enclosed within a fleshy complex pericarp.

**sphene**, n. *sḗn* [F. *sphène*—from Gr. *sphēn*, a wedge], a mineral composed of silica, silicic acid, and lime.

**sphenocephalus**, n. *sḗn-ō-sḗ-f'á-lús* [Gr. *sphēn*, a wedge; *kephalē*, the head], in *anat.*, a malformation of the head by which the upper part of the cranium takes a wedge-like appearance.

**sphenoid**, a. *sḗ-nōy'd*, also **sphenoidal**, a. *sḗ-nōy'd'ít* [Gr. *sphēn*, a wedge, *sphēnos*, of a wedge; *eidos*, likeness: F. *sphénoide*], wedge-like, as applied to a bone of the skull, which wedges in and locks together most of the other bones: sphenoid is often contracted into **spheno**, *sḗ-nō*, and signifies, belonging both to the sphenoid bone and to the part indicated by the other constituent of the compound, as *spheno-maxillary*.

**sphere**, n. *sḗr* [F. *sphère*—from L. *sphæra*; Gr. *sphaira*, a ball, a globe: comp. Gael. *speur*, the sky], the vast concave or expanse of the heavens; a globe; a celestial orb; a circle; any round solid body; employment; rank; circuit of action; knowledge or influence: *v.* in *OE.*, to place in a sphere; to form into roundness: **spherical**, a. *sḗr'ít-kál*, round; globular; relating to a sphere: **spherically**, ad. *-ít*: **sphericalness**, n. *-nēs*, also **sphericity**, n. *sḗ-rís'ít-ít*, state or quality of being round; roundness: **sphericle**, n. *sḗr'ít-kl*, also **spherule**, n. *sḗr'ít-ú*, a little sphere: **spherics**, n. plu. *-ítis*, the doctrine of the properties of the sphere as a geometrical body, in relation to the different circles, lines, angles, &c., which may be described on its surface: **sphery**, a. *sḗ-rí*, in *OE.*, spherical; round; belonging to the spheres: **spherical angle**, in *trig.*, an angle formed by the intersection of two great circles on the surface of a sphere or spheroid: **spherical geometry**, that branch of geometry that treats of spherical bodies and their various properties: **spherical trigonometry**, that branch of trigonometry which treats of spherical angles and triangles: **music of the spheres**, in the *anc. astron.*, the music supposed to result from the motions of the spheres.—*SYN.* of 'sphere n.': globe; globule; orb; ball.

**spherograph**, n. *sḗr-ō-gráf* [Gr. *sphaira*, a sphere; *graphō*, I write], an instr. designed for the practical application of spherics to navigation.

**spheroid**, n. *sḗr-ōy'd* [Gr. *sphaira*, a sphere; *eidos*, resemblance], a round body or figure not perfectly spherical; a solid generated by the revolution of an ellipse about one of its axes: **spheroid-í**, a. *sḗr-ōy'd'ít*, having the form of a spheroid: **spheroidally**, ad. *-ít*: **spheroidicity**, n. *-ōy-dítis'ít-ít*, state or quality of being spheroidal: **oblate spheroid**—see under *oblate* 1.

**spherometer**, n. *sḗr-ōm'ér-tér* [Gr. *sphaira*, a sphere; *metron*, a measure], an instr. for measuring with great

precision the thickness of small bodies, the curvature of optical glasses, &c.

**spherosiderite**—see **sphærosiderite**.

**spherulites**—see **sphærolites**.

**sphincter**, n. *sḗngk'tér* [Gr. *sphingktēr*, that binds tightly or contracts—from *sphinggō*, I bind tight], in *anat.*, a muscle that contracts or shuts an orifice or opening which it surrounds.

**sphinx**, n. *sḗngks* [L. *sphinx*; Gr. *sphinx*, the sphinx, the throttler—from Gr. *sphinggō*, I bind tight], a fabulous monster common to the anc. myth. of the Aryan, Grecian, and Egyptian nations, the so-called Egyptian sphinx being represented as a winged lion with a human head and bust, always in a couchant attitude, the Greek sphinx being represented in any attitude which might suit the fancy of the poet; a fabulous creature located near Thebes that was said to propose riddles to travellers, and tear to pieces those who could not solve them, usually represented as having the winged body of a lion and the face and breast of a young woman; hence, one who talks in enigmas; the generic name of the hawk-moths, so called because the attitude of the caterpillar resembles that of the Egyptian sphinx.

**sphragistics**, n. *sḗr-í-tis'tks* [Gr. *sphragistikos*, of or for sealing—from *sphragis*, a seal], the science of seals, their history, peculiarities, and distinctions, in relation to documents.

**sphrigosis**, n. *sḗr-gō'sts* [Gr. *sphrigōs*, I am vigorous], in *bet.*, the disease of over-rankness, either constitutional or the effect of abundant nutriment, from which many members of the vegetable kingdom suffer.

**sphygmia**, a. *sḗ-ty'mk* [Gr. *sphugmos*, the pulse], of or pert. to the pulse: **sphygmograph**, n. *-mō-gráf* [Gr. *graphō*, I describe], a contrivance for indicating the character of the pulse: **sphygmographic**, a. *-gráf'ítik*, connected with or relating to a sphygmograph: **sphygmometer**, n. *sḗ-ty-mōm'ér-tér* [Gr. *metron*, a measure], an instrument for rendering visible arterial pulsations, or for counting them; a sphygmograph.

**spial**, n. *sḗ'ál* [see *spy*], in *OE.*, a spy; a scout.

**spicate**, a. *sḗ-kát* [L. *spicatus*, furnished with spikes—from *spica*, an ear of corn, a spike], in *bot.*, having the form of a spike or ear of corn; arranged in a spike.

**spice**, n. *sḗs* [F. *épices*; It. *spezie*, spices: OE. *espice*, spice—from L. *speciēs*, a kind: in mid. L. *speciēs*, a spice, drug], an aromatic vegetable substance for seasoning food; a thing that imparts pungency or flavour to food; a small quantity giving a flavour to a greater: *v.* to season or flavour with spice; to render agreeable to the palate; to tincture: **spicing**, imp.: **spiced**, pp. *sḗst*: **adj.** seasoned with spice; having an agreeable taste or flavour: **spicer**, n. *-sér*, one who deals in spice: **spicery**, n. *-í*, fragrant and aromatic substances used in seasoning food: **spicy**, a. *sḗ'st*, fragrant; aromatic; smart; racy; showy; piquant; pungent: **spicily**, ad. *-s'ít*: **spiciness**, n. *-nēs*, the state or quality of being spicy: **spice-nut**, small round pieces of ginger-bread: **spiced**: **spice-wood**, the wild allspice.

**spick and span**, a. *sḗk, sḗn* [Eng. *spike*, and Icel. *spann*; Ger. *span*, a chip, a splinter], bright as a spike just made, and a chip just split; bright; quite new.

**spicula**, n. *sḗ-kū-lá* [L. *spicillum*, a little sharp point, a dart—dim. of *spica*, *spicum*, a spike, an ear of corn], in *bot.*, a little spike; **spicular**, a. *-lér*, resembling a dart or spike; having sharp points: **spiculate**, a. *-lát*, in *bot.*, covered with fine-pointed appendages; having a spike composed of several smaller spikes: **spicule**, n. *-kū*, a minute slender granule or point: **spiculum**, n. *-kū-lūm*, *spicula*, n. plu. *-lā*, in *surg.*, a small-pointed piece of bone or other hard matter; in *zool.*, a term applied to minute siliceous or calcareous particles, generally needle-shaped, which are embedded in the tissues of sponges and certain other animals.

*cōw, bōy, fōot; pūre, būd; chair, game, jog, shun, thing, there, zeal.*

"SURPASSES ALL ITS PREDECESSORS."—N. Y. TRIBUNE, March 13, 1885.

# STORMONTH'S ENGLISH DICTIONARY

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