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THE CANADA  
EDUCATIONAL MONTHLY  
AND SCHOOL CHRONICLE.

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MAY—JUNE, 1881.

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A BOY'S BOOKS, THEN AND NOW—1818, 1881.\*—II.

BY HENRY SCADDING, D.D., TORONTO.

(Continued from page 153.)

HAVING thus largely discussed Lily, I need not be so diffuse in my account of the chief scion of his stock, the Eton Latin Grammar. I have not at present any very ancient copy of this book. The oldest one before me is dated so late as 1835. Like the other copies, however, here present, it has seen *bona fide* service in the pioneer work of Canadian education. The Eton Latin Grammar is a simplification of Lily. Superfluous matter is omitted. The Address to the Reader and other prefaces are dropped. The learner is plunged at once in *medias res*. The appearance of the pages is inviting. The type is bold and clear; and crowding is avoided. In many points of view it is an admirable manual; and I know I owe a great deal to it. To this day I find myself falling back on it, as on a syllabus of facts, on numerous oc-

casions. I nevertheless do not suppose that it will ever again dominate, as it has done. The British world is no longer the lotus-eating place that it was. An era of boundless activity and daily-multiplying interests and necessities has dawned upon it, and the time can no longer be spared to move along the lines of Lily and the rest. Moreover, the modern philosophy, which has dared to invade the "secret bowers" and "molest the ancient solitary reign" of Authority in so many quarters, has penetrated the realms even of "Grammar;" and seems likely, as the years roll on, to be opposed more and more to the aims and methods of former days. Yet, no doubt, for a considerable while there will be a certain percentage of parents and others who will still hold to the opinion that in the acquisition of Latin there is no need at the outset to broach questions as to the general subject; no need to

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\* Read before the Canadian Institute, Toronto, April 2, 1881.

dilate on the place of Latin in the history of human speech; that it is expedient rather to treat Latin as a kind of isolated problem, of which the teacher is to lay down the conditions and laws dogmatically, while the pupil takes them up mechanically by an effort of memory in the language that is being learned; and that to the effecting of this with thoroughness, everything else in the youth's course of study must be subordinated. Wherever such convictions shall continue to predominate, no more excellent manual than the old Eton Latin Grammar can continue to be employed.

The German traveller, J. G. Kohl, in his work entitled "England and Wales," of which the United States edition is dated in 1846, devotes some space to the Eton Latin Grammar. After saying that most of the school-books read at Eton (at that period) are very old, he proceeds: "I bought one of these books, namely, the Eton Latin Grammar. This grammar," he observes, "is a little curiosity; and though printed very neatly on elegant paper, I would not willingly exchange for it our rational and modernized grammars. The first division of this Latin Grammar," Kohl goes on to say, "contains the parts of speech with the declensions and conjugations. It is a master-piece of brevity, and all the definitions are extremely laconic. To this part is attached a series of hexameters, twenty closely-printed pages long, in which are sung the rules and exceptions for the genders, the irregular verbs, etc. In our Grammar," Kohl observes, that is, in the German Latin Grammar, "these old-fashioned verses have long ago given way to clear rules in plain prose, addressed rather to the understanding than the memory. The syntax in the Eton Grammar is written, not in the English but in the Latin language. After it, come other rules occupying

a full third of the Grammar, on pro-  
sody, construction and other matters.

. . . It is certain," Kohl then remarks, that "the thorny paths of Latin Grammar might be far more smoothed for the scholars of Eton than they are. But the English maintain that the wonderful old Grammar of theirs lays the foundations of learning more effectually than any modern compilation could; and the thorns themselves are dear to them, even when they draw blood and leave ineffacable marks behind."

But the specimen of the Grammar which Kohl then presents to his readers is very unfortunately chosen and gives a false impression. "These rules, the syntax rules, etc.," Kohl reports, "are written in English and Latin at the same time, and without any interpunctuation, in the most confused manner. The following is an instance: 'Impersonalia (scilicet verba) impersonal verbs non habent have not nominationem (scilicet casum) any nominative enunciatum expressed (scilicet in Latin) ut as tædet it wears me that is I am weary or tired vitæ of life.'" This is wholly unfair to the Eton Grammar, for the matter of which a sample is here given is no part of the Grammar proper, but simply a verbatim translation for the enlightenment of the very young, of what was contained in the text; and as to the absence of punctuation, it is explained by the fact which Kohl chooses not to notice, that the Latin is printed in Roman type and the English in Italic, other distinction being thus rendered quite unnecessary.

And when he wrote that the rules are *sung* in the Grammar in a series of hexameters, Kohl probably meant to be facetious. But there can be no doubt that the said hexameters ought to be recited by the scholar trippingly, with due attention to the scansion and elisions. A good deal of elegance is then to be detected in verses that

otherwise sound-uncouth; and the memory is at the same time greatly assisted.

The Eton Grammars and other school-books shew on their title page the well-known shield of arms granted to the College more than four centuries ago by Henry VI. of England, whose "holy shade," as Gray speaks, "grateful science still adores" at Eton amidst its "watery glades." In the letters patent dated in 1449, establishing the College, the king expresses the very royal sentiment that, "If men are ennobled on account of ancient hereditary wealth, much more is he to be preferred, and to be styled truly noble, who is rich in the treasures of the sciences and wisdom, and is also found dilligent in his duty towards God." Therefore he proceeds to ennoble his new College at Eton, which he hopes will be the means of training noble characters for the service of the State: he ennobles it by granting it a shield of arms. "We assign it, therefore," the king says, "as arms and ensigns of arms, on a field sable, three fleurs-de-lis, argent; Our design being that our newly-founded College enduring for ages to come, (whose perpetuity we mean to be signified by the stability of the sable colour) is to produce the brightest flowers in every kind of science, redolent to the honour and most divine worship of Almighty God.

To which arms that we may also impart something of Royal nobility, which may declare the work to be truly royal and renowned, we have resolved that portions of the arms which by royal right belong to us in the kingdoms of England and France, be placed in the chief of the shield, party per pale azure, with a Flower of France, and gules with a lion passant, or." Of this shield and its origin all Etonians are proud. It is stamped ungolded on the sober-hued leather covers of many of the older editions

of the Grammar, while on the shewy but less durable cloth dress of the late editions it glitters conspicuous in bright gold and beautifully cut. The three flowers on the field sable are now always drawn in accordance with the description to be read in Burke, as "three lilies slipped and leaved," and not as heraldic fleurs-de-lis; the technical fleur-de-lis being properly reserved for Henry's "Flower of France" in the chief of the shield. (On the title-page of my 1835 edition of the Eton Grammar, a rich wreath of bay—laurea insignis—bursting into flower, surrounds the shield. "Floreat Etona," the Eton motto, is thus gracefully expressed to the eye.)

The use of the Eton Grammar has generated in the great community of English scholarship a kind of *Unitas Fratrum* or special sodality, who feel their hearts go forth at once towards the man whom they discover to have been indoctrinated in its lore. And as for the Latin quotations which Sir Fraunceys Scrope told Endymion Ferrars were wont formerly to be heard in the House of Commons, though not after the Revolution of 1832, from members with new constituencies—were they not most of them to be found written in the Eton Latin Grammar? And it is highly probable that many more of such flowers of speech from the same quarter would have been household words, had not the extraordinary custom prevailed very generally among teachers and taught, of ignoring all the examples appended to each rule in the Grammar, except the first one. On inspection it will be seen that there are in the Eton Grammar many other convenient expressions and concise moral maxims besides "Ingenuas didicisse," etc., etc., which from the cause just mentioned did not happen to get current.

This very English admixture of old school-book reminiscence with general thought is observable even in Shake-

spere. Witness scenes in the Merry Wives, and in Much Ado (IV. 1.) Benedick's jest: "How now? Interjections? Why then some be of laughing, as Ah, ha, he."

I come now to a famous old Scottish classic, Ruddiman's Rudiments. I have two copies of this book; one dated Edinburgh, 1739, "printed and sold by the Author and the Booksellers there;" it is in its eighth edition; the other, dated 1823, also printed at Edinburgh, but now edited by Dr. John Hunter, Professor of Humanity in the University of St. Andrews', and printed by R. Tullis for Oliver & Boyd and others. On the latter little tome I look with a feeling of reverence, for from its pages I received my first impressions of Latin. Surely *penna*, a pen, Ruddiman's first example, was the first Latin noun one ever declined, albeit *penna* does not mean a pen at all, but only a quill or feather. Our pronunciation of the Latin which we obtained out of Ruddiman was that which was usual at the time in Scotland, the *a*'s given very broad. Insensibly, even our English, in some points, slightly acquired a Scottish accent, through sympathy with our instructor, the Rev. Dr. John Strachan, whose rich northern Doric can never be forgotten. There was something quite winning in the very title of our Grammar, "Ruddiman's Rudiments," when its happy alliteration was properly brought out in the Aberdonian manner. To this day, when rendered thinly in the Southron style, to me Ruddiman's title loses of its raciness, and is not specially attractive.

The instruction conveyed in this memorable manual is in catechetical form throughout, a dialogue being carried on between Magister and Discipulus, or Master and Scholar, abbreviated into M. and D., or M. and S. The matter on each page is printed in double columns; on the left side it is

Latin, on the right side it is English. We learn from the Preface, that with Ruddiman, as with others, trouble had arisen out of the theory that Latin was still to be regarded as a colloquial and all but vernacular speech, although at the moment the spirit of the age was insisting on the contrary practice. By the double column bi-lingual arrangement Ruddiman expected to surmount the difficulty, and to conciliate the favour of each of the two sets of teachers who wrangled over this point in Scotland. "Though the greater part," Ruddiman says, "incline to have the first principles of grammar communicated in a known language, there are not a few, and of these some persons of distinction, who are still for retaining them in Latin, which, though attended at first with more difficulty, makes (in their Judgment) a more lasting Impression on the Mind, and carries the Learner more directly to the habit of speaking Latin, a practice much used in our schools. It appeared next to an impossibility to satisfy so many different opinions. However, the Method I have taken seems to bid fairest for it." He then goes on to tell us that he has also endeavoured to satisfy those who demanded extreme simplicity in an Elementary Grammar, and those who preferred to have illustrative details and lists of exceptions; and this he has done by keeping the purely elementary parts up in the double columns, and placing his supplementary matter in the notes below.

I may add that it was to the English side in each page that our attention was chiefly drawn by Dr. Strachan.

Ruddiman's manual, like the Eton Grammar, is admirable as far as it goes. It is astonishing indeed how much is compressed into a volume of 104 duodecimo pages, notwithstanding the bi-lingual arrangement and the space taken up by the catechetical form which is adopted.

At the end of both editions of Ruddiman before us is a very comprehensive collection of matter, wholly in Latin, entitled "Prima Morum et Pietatis Præcepta," intended, I suppose, partly to be committed to memory, and partly to be used as a praxis in translating, and so on. This portion of the book is paged independently, and in the older copy bears the imprint, "Edinburgi in Ædibus Tho. Ruddimanni, Anno Domini 1739." In the other copy the imprint is "Cupri Fisanorum,"—Cupar of Fife. In 1739, Ruddiman was engaged in printing (in association with his brother, a practical printer), publishing, and editing. He had previously been Master of the parish school of Lawrence Kirk. He likewise been assistant keeper of the Advocates' Library, of which he was afterwards principal keeper, in which office he was succeeded by David Hume. He was also printer to the University of Edinburgh. Strangely, moreover, he acted in the capacity of an auctioneer, especially of books, perhaps; as it was through him, we are told, that the sale of Dr. Pitcairne's library to the Czar Peter of Russia was negotiated. Ruddiman died at Edinburgh in 1757, at the ripe age of 83.

Of the "Prima Morum et Pietatis Præcepta," I shall have to speak further in another connection.

The Rudiments of Ruddiman were intended to be introductory to a larger treatise by the same learned author. This was entitled "Grammaticæ Latinæ Institutiones." I retain two copies of this work. One, the ninth edition, printed at Edinburgh in 1771, "apud Wal. Ruddiman et Socios," the successors probably of the original Ruddiman and Brother. The other, the thirteenth edition, printed at Glasgow in 1796, "in Ædibus Academicis," by Jacobus Mundell, Academiæ Typographus. The Edinburgh edition of the "Institutiones" is a closely printed

duodecimo of 180 pages. The Glasgow edition, being more openly printed, extends to 296 pages. The work is most minute and exhaustive in its discussion of Latin peculiarities, and is exceedingly interesting. The whole is in Latin, except where, here and there, an English word or expression, the equivalent or translation of an example, appears conspicuous in old English type or black letter. In his "Rudiments" Ruddiman shewed himself, as I thought, progressive; but here in his "Institutiones," he yields not by the breadth of a hair to innovators. Not only is everything in Latin, but everything is brought most laboriously and most ingeniously into the shape of hexameter verse. Even the Syntax and the Prosody, parts left in plain prose in "Lily," are here presented metrically. And this probably is what is implied, when on the title page of the "Institutiones," it is said that the instructions therein conveyed are delivered in a mode easy and adapted to the understanding of boys (*præscriptæ facili et ad Puerorum captum accomodata methodo*). Such was the welcome feat which the learned grammarian flattered himself he had accomplished for the ease and comfort of contemporary youth.

I must transcribe a line or two of Ruddiman's hexameters. They will be found rather difficult to enunciate. Nevertheless, I do not doubt, when they were once "well and thoroughly beaten in," as the old writer in "Lily" speaks, they were indelible and very helpful on certain occasions to the scholar. The pupil is being taught the quantity of the vowel in the increment of certain nouns, thus:—

Prægis vocalem rapit x. Producito rex, lex.  
 Ix icis abbreviat, vibex nisi. Cetera produc.  
 Præter abax, smilax, Atrax cum dropace et  
 anthrax  
 Fax et Atax, climaxque, pinaxque, styraxque,  
 colaxque,

Quæque phylaxque, coraxque creant, et cum  
nece reclus,  
Orba suis, vicis atque precis.

Sufficiently harsh sounding; but note the pathos of *orba reclus suis*, bereft of their nominatives. An hexameter, occurring elsewhere previously, is curious as containing, we are told, all the letters of the alphabet :

Gazifrequens Lybicos duxit Karthago trium-  
phos.

The regime of this advanced Scottish Grammar, wherever it prevailed, must have been tremendous. If to the youth of many successive generations the *Propria quæ Maribus* and *As in præsentii* of the Westminster and Eton books were as whips, the "Institutiones" of Thomas Ruddiman must have been as scorpions. Nevertheless, we may be sure that in the country of George Buchanan, every jot and tittle of the manual in question was doggedly mastered by many a resolute youngster; and whoever had at his fingers' ends each rule and instance therein supplied could not fail to shew himself, whenever such display was needed, an adroit technical Latin grammarian.

Another fine old Scottish Latin Grammar, to which we were often referred, was Adam's; and of this I am glad to find I have preserved an excellent copy. It is the eleventh edition, and was printed at Edinburgh in 1823 for Bell & Bradfute; sold also by Francis Pillans, Edinburgh. The Preface of the first edition, which is here repeated in the eleventh, is dated 1712. The author was Dr. Alexander Adam, Rector of the High School of Edinburgh, 1771-1809. The well-remembered and widely-used treatise on "Roman Antiquities" was by the same scholar. This grammar is wholly in English, and is a great improvement on Ruddiman in point of arrangement. It is also more scientific, combining the study of English

Grammar with the study of the Latin; just as the ancient Romans, Dr. Adam observes, joined the grammar of their own language with that of the Greek. The title of the work indicates Dr. Adam's aim. It is styled "The Principles of Latin and English Grammar, designed to facilitate the study of both languages by connecting them together." "It is particularly necessary in Scotland," Dr. Adam writes in his preface to the fourth edition, 1793, "to pay attention to the English in conjunction with the Latin, as by neglecting it, boys at school learn many improprieties in point of grammar as well as of pronunciation which it is difficult in after life to correct." Dr. Adam strongly condemns the metrical verses of which Ruddiman's book so largely consists, although, in condescension to the prejudices of many of his contemporaries, he gives them all as an appendix to his volume.

His account of the origin of Latin metrical rules is interesting. It is as follows: "Soon after the invention of printing the custom was introduced of expressing the principles of almost every art and science in Latin and Greek verse. The rules of Logic, and even the aphorisms of Hippocrates were taught in this manner. Among the versifiers of Latin Grammar," Dr. Adam proceeds to say, "Despauter [a Flemish grammarian], and Lily were the most conspicuous. The first complete edition of Despauter's Grammar was printed at Cologne, anno 1522; his Syntax had been published in 1509; Lily was made master of St. Paul's School, in London, by Dr. Colet its founder, anno 1512, so that he was contemporary with Despauter . . . Various attempts were afterwards made by different authors to improve on the plan of Despauter and Lily, but with little success. The truth is," Dr. Adam says, "it seems impracticable to ex-

press with sufficient perspicuity the principles of Grammar in Latin verse; and it appears strange that when scholastic jargon is exploded from elementary books on other sciences, it should be retained by public authority, where it ought never to have been admitted, in Latin Grammars for children. But such is the force of habit and attachment to established modes that we go on in the use of them without thinking whether they be founded in reason or not." He then touches on attempts which had been made to versify rules for Latin in vernacular tongues. "The authors of the Port Royal Grammar in France," he says, "judging it as absurd to teach Latin by rules in Latin verse, as Hebrew by rules in Hebrew, composed the rules of Latin Grammar in French verse. Some authors in England, as Clarke, Philips, etc., have imitated their example. But this plan has not in either country been much followed. Nothing can be more uncouth than such versification," Dr. Adam thinks, "so that Latin verses on the whole seem preferable." I shall have occasion later on to give some examples of Latin rules versified in English. As to the statement that versified Latin rules came into vogue after the invention of printing, it must be observed that the *Doctrinale* of Alexander de Villa Dei, a grammar widely in use in the middle of the thirteenth century, was wholly in Latin verse, of the jingling kind called *Leonine*.

Adam's Grammar supplanted Ruddiman for a time in the High School of Edinburgh; but only for a time. Its author, like real reformers in other directions, had to endure a great fight of afflictions in his attempt to effect so excellent a change. Four of the under masters were recalcitrant, and successfully so, for after repeated applications to the magistrates of Edinburgh, as patrons of the School, they

obtained, in 1786, a prohibition of the Rector's book. So true again proved the words of the Address to the Reader in *Old Lily*, that "everi schoolmaister liketh that he knoweth, and seeth not the use of that he knoweth not; and therefore judgeth that the most sufficient waic which he seeth to be the readiest meane and perfectest kinde to bring a learner to have a thorough knowledge therein." Nevertheless Adam's Grammar was adopted for purposes of higher education in Latin in numerous schools in Scotland, and subsequently in the United States and Canada.

In the United States in 1836, two professors, Andrews and Stoddard, undertook to remodel Dr. Adam's book, so as to bring it up to the existing standard of classical knowledge. But on close examination they found it expedient, they say in their preface, to depart from their original purpose, and mould the materials which they had gathered, especially from the writings of the German scholars, almost into an independent work. In this production, which after all must be regarded as virtually a reproduction of Adam, we hear no more of Rules in Latin verse. I have the edition of the American work which appeared in 1836; and I have placed by its side the edition of the year 1866, which is stated on the title page to be the 98th.

Bullion's Latin Grammar, dated at Albany Academy, 1841, and in its seventeenth edition in 1847, is another United States work based on Adam.

It should be remembered that at the periods when Ruddiman and Adam flourished, Teutonic philology had not yet assumed the high scientific tone. The Grammar of Gerard John Vossius, a stray copy of which has found its way from some quarter into my collection, might be almost mistaken for Ruddiman's



larger book and for the prose parts of Lily, except perhaps for the fewness of the metrical rules to be noticed on its pages (there are a few of them there), and the Dutch words and phrases (many of them curiously English in sound) that appear as translations of examples. I learn from the earliest preface to this work, dated at Utrecht in 1626, that Vossius had done for Holland what the decree of Henry the Eighth had affected for England, namely, cleared it of the pest of conflicting grammars: an exploit which Vossius alludes to as resembling the "Augean labour of Hercules." The States of Holland had first desired the great critic Justus Lipsius to undertake the work; but he declined. The task was then imposed on Vossius. For his countryman, Despauter, of whom we have already heard something, Vossius had a great respect. Despauter, it seems, was blind of one eye, and Vossius said that he saw clearer into the grammatical art with his one eye than all his contemporaries with two.

Gerard John Vossius was a great scholar, and he came to an end not inappropriate. While he was ascending a ladder in his library at Amsterdam in 1649, the ladder broke; an avalanche of volumes descended, and Vossius was found dead on the floor, buried beneath a pyramid of books.

Kendrick's abridgment of Zumpt's Latin Grammar, of which I find I have a copy, appeared in England in 1830. Herein for the first time perhaps, young English lads were introduced to the German method of deducing the rules of the Latin Syntax from the analysis of a proposition into its elements of subject and predicate; and other terms began to be rendered familiar to them, which in sound belonged to logic, as for example, protasis and apodosis, the hypothetical or limiting clause, and

the consequent proposition, in a sentence.

My little Valpy's Elements of Latin Grammar I have looked over again with considerable pleasure. It is admirable for its brevity and great precision, and for the excellent clearness of its typography. It is wholly in English, but it deviates not at all from the old lines. Dr. R. Valpy was one of those solid English Latin scholars who fought to the last against the flood which he found rolling in over England from Germany, in philology as in other matters. We can understand the mood of mind in which he roundly asserted in the volume before us, that Johnson's Grammatical Commentaries (Richard Johnson, a once famous schoolmaster at Nottingham, who died in 1720), and Ruddiman's Institutiones, of which we have already heard, are "the two best works on Latin Grammar in this, and perhaps in every other country." (The latter portion of the observation sounds more cis-Atlantic than English.)

The Elementary Grammar of the Latin Language (London, 1847), by Dr. Benjamin Hall Kennedy, which I have placed as a companion to Dr. Valpy's manual, is another very conservative production; exceedingly complete, sound and solid. It goes strongly in for keeping the grammatical rules in Latin, and for making use of metrical memorial lines, but he departs from the tradition of Ruddiman and Lily, by substituting for the old hexameters rhyming Latin octosyllabics; which are certainly pleasanter to hear. A class of lads repeating the following, might be supposed to be engaged in the recitation of an old monkish hymn:

(I select at random. I take the lines which relate to nouns defective in Number.)

Singularis numerus—Multis deest nominibus.

Ut manes, loculi, Penates,—Cumæ, thermæ,  
nugæ, grates;  
Arma, viscera, magalia,—Cum deùm festis  
et Floralia.  
Lectitantibus apparent—Multa quæ plurali  
carent, etc.

And here is the rule for perfects and  
supines of verbs ending in co, go, ho,  
quo.

Co-go, ho-quo, sic declino: Xi perfectò,  
cum supino;  
Et duco duxi atque ductum, Sugo suxi atque  
suctum;  
Rego rexi atque rectum, Veho vexi atque  
vectum, etc.

To enliven what I fear must be a  
dry subject "to the general," I give  
now, as recalled by these octosyllabics,  
a few English memorial lines in the  
same metre. I take them from a  
work which by some means has in-  
truded itself into my group of Gram-  
mars. It styles itself "A New and  
Facetious Introduction to the Latin  
Tongue," with numerous illustrations,  
Charles Tilt, Fleet Street, 1840, sec-  
ond edition.

The section in the Prosody on the  
quantity of final syllables thus begins:

Oh! Muse, thine aid afford to me; Inspire  
my ideality;  
Thou who benign in days of yore, Did  
heavenly inspiration pour  
On him who, luckily for us, Sang Propria  
quæ maribus;  
Teach me to sound on quivering lyre, Pros-  
odial strains in notes of fire;  
Words' ends shall be my theme sublime, Now  
first descanted on in rhyme.

He then proceeds to versify num-  
erous rules in prosody: I select again  
at random, I take what is said, truly

enough, about words that end in b,  
d, t, and c.

Some terminate in b, d, t: All these are  
short, but those in c  
Form toes—I mean form ends of feet, As  
long—as long as Oxford Street.  
Though nec and donec, every bard Hath  
written short as Hanway Yard;  
Fac, hic and hoc are common, though The  
ablative is long, you know.

Then in regard to those which end  
in r, we have the Latin use thus laid  
down.

If r should chance a word to wind up, 'Tis  
short in general, make your mind up.  
But far, lar, nar, and vur ana fur, Par, com-  
par, impar, dispar, cur,  
As long must needs be cited here, With  
words from Greek that end in er;  
Though 'mong the Latins from this fate are  
'These two exempted, pater, mater.  
Short in the final er we state 'em, Namely,  
auctoritate vatùm.

Some awkwardnesses might attend  
the introduction of such rules as these  
in our Grammar Schools; and the  
disciples of Lily pure and simple, or  
Ruddiman pure and simple, would  
probably pronounce them not bracing  
enough for educational purposes. It  
would be feared too, perhaps, that the  
impressions left by them might be  
evanescent; that "lightly come, lightly  
go," might have to be written of them  
hereafter. They would, however,  
certainly have the effect of exciting  
an abnormal interest in Latin Gram-  
mar. And the reason, we know, why  
so little profit often accrued to lads  
from their Latin in former days was,  
that no genuine personal interest in  
the subject was ever roused and es-  
tablished in their minds.

(To be continued.)

## THE TEACHER OUT OF THE SCHOOL-ROOM.\*

BY C. J. ATKINSON, GLANFORD.

MR. PRESIDENT AND FELLOW TEACHERS,—What has been assigned me as the subject of my paper to-day is at least new and fresh, not a threadbare theme—one which, so far as I know, has not been taken up at any of the meetings of this or any other of our Provincial Associations. Scores of lectures are given at various places on the teacher's work in the school-room, but nothing is said about his life out of it. Candidates for the profession are instructed how to teach pupils, but not how to talk with parents; they are drilled in the best methods of developing the youthful mind that experience or originality has hit upon, but they are not told how to improve their own; they are lectured on the hygiene of the school-room, but are not advised as to their own physical development. In brief, there is so much instruction given on the one hand and so little on the other that there is left but little room for the play of original powers in the school-room, while out of it everything is left to chance. This, certainly, is not wise. A young man upon entering the teaching profession leaves home perhaps for the first time. Hitherto he has been regarded by his friends as nothing but a big boy, treated as such, called by a short form of his given name, and accustomed to converse with boys in a boyish manner. He goes into his first section as teacher and finds all this changed. No longer a boy—he is regarded as a man, with a man's duties and respon-

sibilities, and is addressed as one who should have the understanding and the aspirations of a man. This transition is a perilous and trying one. Hence the failure of many young teachers, not so much from want of ability in the school-room, but as a consequence of their mistakes out of it. If candidates had clearly pointed out to them this great change we have referred to, and were advised in connection therewith, they might be saved from many blunders and indiscretions damaging to their fame. It is upon this topic—of the teacher outside the school-room—that I am to speak, and as the first division of the subject we will take up *the teacher's intercourse with the people*. In starting in a new field of labour the young teacher should be more anxious to become popular with parents than with young people of his own age. In order that he may become so he must first win the good-will of the children, for you may be sure that the teacher whom the child hates the parent will not love. It may not always be an easy matter to get into the good graces of a man or a woman, but it is the easiest thing in the world to win the good-will of a child. A smile will do it. But then, just here, how hard it is for some people to smile! There are those upon whose faces a smile is the natural expression, while upon others it is no adornment. The latter should not be teachers; but for young men and women of pleasant manners and a gracious disposition it is, as I have said, an easy matter to win the affection of children. The best way to

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get at the parents is through the children. I will risk this statement that there is something commendable in every boy and girl. Even the most hardened rogue has some redeeming trait. What nonsense, then, for us to say that any boy is a worthless fellow, irredeemably lazy, and irretrievably wicked. Under proper treatment, or upon suitable occasion, the fallacy of that statement will appear. What I want to say, however, is that in conversation with parents what is commendable in their children should be pointed out. Though the child may have innumerable bad qualities, it will do little good to mention them. They are known already; but the parent will be encouraged and will feel grateful to you if you can point out some good trait in the character of the child. The parent will, no doubt, agree with you, let the child be as vicious as he may. Upon the same principle, no matter how homely a baby may be, and shapeless, its mother will believe you when you tell her that it is the sweetest and comeliest child you have seen. But you may strictly adhere to the truth and yet say something good, something favourable, about every boy and girl.

When you meet a number of persons at a house you should be ever ready to converse with those who are the heads of families, and, by the use of a little tact on your part, you can leave upon their minds a good impression of yourself, and, what is equally important, an exalted one of their own opinions and abilities. Avoid controversy; that is, upon subjects where party feeling runs high. Do not discuss politics, unless it be with a man of the same opinions as yourself. With opponents such discussions are usually irritating, and end by leaving the combatants farther apart than at the outset. Moreover, do not act as though you had the idea that everybody came there to hear you talk;

rather be a good listener. That is the secret of a good deal of success in social life. Unceasing frivolity in a young person is disgusting. It is not well to act the buffoon continually, although a little nonsense once in a while is not a bad thing. It will amuse the old ladies and please the young ones, and is of itself a wholesome tonic to the system.

There are many young teachers who pride themselves on their accomplishments outside the profession. They are musicians, or good elocutionists, and can read comic pieces well. That is fortunate, but, I would say in this particular, if, for instance, you play upon the violin don't carry it around the section giving free concerts to the people, for though you may delight the rude and the ignorant, and sometimes please the more sensible, yet you are descending from your dignity in a way that cannot add to your influence. Moreover, there are always those who, under the circumstances, will say that you depend for your reputation not upon your work in the school-room but upon your fiddle. If you have any accomplishment don't hide it under a bushel, but be careful not to throw it at the head of every man you meet. It is not well to be puffed up with conceit on any matter, especially on things which at most are trifles.

*Habits.*—There are good habits and bad habits. The good ones we acquire, the bad ones come natural to us. The former are easy to give up, the latter are the reverse. How watchful then and careful we should be.

The teacher should cultivate the habit of being regular, punctual, and systematic in general life. Not only to the great things should these principles be applied, but also to the little things. Be regular and punctual not only in matters of business but also in those things that concern no one but yourself, in reading, recreation, exer-

cise, and private study; above all things in matters pertaining to health, especially sleep. You should have a certain time to go to bed and a definite time at which to rise. I have never been able to practise early rising myself, but there is sufficient evidence to shew that the early morning hours are well adapted for study and thought. But you have only twenty-four hours a day, and if you would rise early you must go to bed early. If, like the majority of students, you find the midnight hour the most congenial, then you have no business to get up early, for in so doing you are waging a war against nature, in which, sooner or later, you will be compelled to succumb.

Insist upon having your meals regularly at certain hours. By means of a little of that tact which teachers are supposed to excel in, you can do this without giving offence. In regard to food, it is generally understood that the plainest is the best, and for brain work long experience has proved that there is nothing better than good oatmeal. Those mysterious compounds of the kitchen which some people so much delight in, may please the palate, but do not satisfy the stomach, and are not much sought after by those to whom long life and a healthful body is an important consideration. Not only, however, do people make mistakes in what they eat, but also in their manner of eating. Prof. Blackie says in this connection, "There is a class of people who do not walk through life, but race; they don't know what it is to sit down to anything with a quiet purpose, so they bolt their dinner with the galloping purpose of being done with it as soon as possible. This is bad policy and bad philosophy. The man who eats in a hurry loses both the pleasure of eating and the profit of digestion." I knew a boy once, a great, loose-jointed, over-grown, gawky fellow of

fifteen, to eat at one meal under careful computation fourteen buckwheat pancakes, while I was eating two, and his mother told me he often ate twenty. These are extreme cases, yet it is well to remember them when we are at the table ourselves.

If you ever have occasion to go into a hotel, walk in; don't sneak in. The man who is bold will not be suspected of wrong motives, while he who sneaks about a matter, although his motives be right, will scarcely be trusted. So I would say, if you smoke a pipe do it openly and above board. If you try to hide the habit you will certainly fail, and at the same time lose a great deal of the pleasure you derive from it, in the fear you have of being discovered. If you use good tobacco, a neat pipe, and *will* smoke on the street, don't be forever on the lookout lest some of your acquaintances see you, and don't push your pipe up your sleeve every time you meet a man.

"Suspicion always haunts the guilty mind,  
The thief doth fear each bush an officer."

Smoke boldly, moderately, and above all genteelly, for we may say that such habits are relieved of half their vice in losing what is gross about them, and people will think none the worse of you. But if you sneak about the matter your own conscience will convict you, the people will condemn you, and when once they get the thin end of the wedge into your reputation they will soon shatter it to atoms. In the end, therefore, you will find that boldness and candour, even in those things which are not universally considered right, will pay better than deceit. The better way, however, is to have no such habits. They enslave a man, often repress his energies, and while they may gratify the physical senses they cannot but war against his moral nature. Moreover, we may often be thrown into the society of

those to whom such habits are distasteful, and in order to get the esteem of such, it will require a host of good habits or qualities to counterbalance the effect upon them of a single bad one.

Another thought with respect to habits—it is well to be cheerful and sociable, but avoid over-familiarity. This is an important consideration. Many young teachers injure themselves permanently by associating too intimately with young people of their own age; or rather by failing to maintain that dignity and reserve their position demands. There are few of us that can afford to converse with young people whose acquaintance we have formed in the same manner we would converse with our own brothers and sisters. There is much truth in the old adage about familiarity. When a young man becomes so popular in the section that everybody calls him by his Christian name or by his surname, omitting any prefix, you may be sure that his usefulness in that neighbourhood is practically at an end. You sometimes inquire who were your predecessors in the section, and you may be told that they were Mr. White, Mr. Brown, Tom Jones, etc. In pursuing the subject you will find that Mr. White and Mr. Brown were successful and acceptable teachers, but people will shake their heads and shrug their shoulders when they speak about Tom Jones. At the same time avoid the other extreme. Too much dignity and reserve is scarcely less fatal. When you walk out, don't carry yourself as though you were one of the lords of creation, don't draw down your chin, knit your eyebrows, or jerk your head at people whom you meet, but walk with an easy grace and accost those whom you meet genially and cheerfully. I would say, too, that you should make it a point to be the first to speak to those whom you meet on the road,

for there are many people; sensible people too, sometimes, who will form an estimate of you from such a trifle as this.

I now come to the last division of my subject, viz., *private study and recreation*. I take it that every young teacher does a certain amount of studying. We have none of us perhaps yet reached the height of our ambition. If we are not striving for a higher place in the teaching profession, we are aiming, it may be, at a high place in some other. We should not then be at a standstill while actively engaged in our work. A good deal may be done by private study, but unless there is diligent and systematic application much will not be accomplished. You should mark out for yourself a certain course of study, not covering many subjects at a time, but applying yourself diligently to the mastery of what you have marked out. Let not a day pass over your head in which you have not done something. If you do write in your diary "I have lost a day" you will find the incentive to keep that blot from your next page a strong stimulus to exertion. It is a good plan to mark out certain portions of work for each day, just as you would do were you attending classes yourself: ever remember that a short lesson well got up is better than a long one learned imperfectly.

In regard to promiscuous reading, in addition to at least two of our professional monthlies, every teacher should read a daily newspaper. If you think you cannot afford this latter expense, you can easily persuade one of your neighbours to go halves with you and read the paper by turns. Teachers should keep themselves well informed upon the questions of the time and the more important items of daily occurrence, which is a difficult matter unless a daily paper is read.

For the cultivation of your thinking

powers and the development of a good style, read the standard poets and the best of our English prose writers. In these days of cheap books, you can easily do this. From the New York publishing houses, you can now get cheap editions of the best authors at extremely favourable rates. In one series, for the small sum of a dollar, you can get Macaulay's *Essays*, Carlyle's *Essays*, Goldsmith's "Letters from a Citizen of the World," Disraeli's "Calamities of Authors," Colton's "Lacon," and an essay on "Self-Culture," by John Stuart Blackie, with other works in the same proportion. It is such writers as these that we should read, for though we may never reach their high standard, yet, he who moves in such high company, while he retains his own individuality, will certainly acquire something of the style of his associates. You should also cultivate the poets. There is a strain of poetry in every man's nature. It should be cultivated. Poetry develops the better qualities of a man: generosity, benevolence, charity, patriotism, piety, etc.; and while it does this it enriches and elevates the understanding. You should not confine yourself to any one poet or to any one class of poetry, yet I think that above all others you should certainly read Shakspeare; first, for the reason that he is the greatest poet, and secondly, because of the variety you will find in him. While other poets may be read under certain conditions of the mind, Shakspeare may be read under all humours. If you would be merry, Falstaff will make you laugh; if you would be sad, hear Desdemona's plaintive wail; if you would hate, let Shylock inspire you; and if you are in love, let Romeo speak your passion, and Juliet answer it. What a wealth is to be found in Shakspeare no thoughtful student will fail to discover. I have not read much, I have scarcely yet

wet the sole of my feet in the immense ocean of literature, yet I am convinced that as a recreation, as a study, and a means of mental development, next to the Bible, there is no book equal to Shakspeare.

Finally, avoid novels. Need I say anything on this point? Are there any young teachers whose reading is confined to fiction? But you say, shall we not read the best novels, the high class novels? I answer, not so long as you are a student. The reading of a long story takes up too much of your time and thought. When you have leisure, you may perhaps read the novels that are considered classic in the language, but I honestly believe that no man would be the worse for it who never read any kind of a novel in his life. Then we are told that the imagination is one of the most important faculties of the mind and that novel reading develops that faculty. I answer that there are other and healthier means of educating this faculty. Prof. Blackie on this point, says:—"It is not necessary to go to romances for pictures of human character and fortune calculated to please the fancy and elevate the imagination. The life of Alexander the Great, of Martin Luther, of Gustavus Adolphus, or any of those notable characters on the great stage of the world, who incarnate the history which they create, is for this purpose of more educational value than the best novel that ever was written or even the best poetry." The best exercise, then, even for the imagination, is when it copes with realities, and this is what the student should concern himself with. As for those trashy, sensational novels which some people devour with such avidity, there can be nothing more injurious. I have had a wide experience in this matter from the association I have had with boys and young men at boarding schools and other places. I could

relate some startling incidents as the result of this kind of novel reading, and I tell you candidly that I would have more hope of the future of a young man who smoked tobacco, chewed the weed, and got inebriated every New Year's and Dominion day, than I would of one who, guiltless of these habits, was an inveterate novel reader. "I pray you avoid it." A time table for the whole twenty-four hours is a good thing to have before one. It should be written on foolscap paper in plain characters and hung on your wall. It ought to indicate your hours of business, of study, of sleep and of recreation. Not only should you prepare your time table and have it before you, but you should endeavour to carry it out. Let your time table express not only what you would like to do but what as nearly as possible you think you can accomplish. Of course it will be impossible to carry the scheme out to the letter every day, but the fact that you have made such a schedule to regulate your daily work will be of great benefit to you.

Finally, take plenty of exercise. A long walk daily indulged in is a good thing. Sometimes you may feel languid and don't care to undertake this. The best thing you can do then, is to run a short distance, until you get the blood coursing merrily through your veins, and feel a tingling in every nerve; you will then enjoy a walk immensely. Use dumb-bells or Indian clubs in bad weather; or get out on the wood pile. There is no better exercise than the vigorous use of the bucksaw and the axe. Do all this and more, and no amount of mental labour will harm you. It is impossible for a man who spends two hours a day in vigorous exercise in the open air, to break down his constitution by study. It is not so much the application of a man to his books that injures his health, as bad digestion

resulting from want of exercise. "The glory of a young man is his strength." Let nothing, therefore, persuade you into habits that would rob you of that strength. A healthy body is better than a cultured mind, but it lies in the power of us all to possess both.

I have but little further to add. Some may think that I have been presumptuous in some of my remarks, but I have pointed out no dangers in the way of the young teacher that I have not myself fallen into or seen others do so, nor have I given any advice that my own experience has not taught me to be necessary. There are many pit-falls in the way of the teacher, especially of the young teacher. It is our duty, as it should be our desire, to avoid these. Many errors we are liable to fall into which often cannot easily be made right; and there are many drawbacks in the profession, evident chiefly to ourselves. Notwithstanding this, however, the teacher in this country and in this Province especially, enjoys many privileges, and possesses many opportunities for self-improvement. If teachers as a class were as earnest, as enthusiastic, as honest and as patriotic as they should be, their influence for good upon this country would not be surpassed by that of any other class of men; an influence which would not die in a day, but which, like the ripple that circles round the pebble dropped in the water, rolls onward through the ages, widening its circle until it reaches the shore of time. We live in a grand age and in a grand country. While other lands are disturbed by turmoil and bloodshed, while thrones are tottering and kings tremble for their crowns, while famine, rebellion, and conspiracy are waging their devastating warfare, we, as it were a chosen people, enjoy all the blessings that peace, prosperity and wise laws can bestow. Let us be thankful then, and make the best use



of our opportunities ; let us love our native land and teach our pupils patriotism ; whatever thoughts we may entertain of the mother country, let us be true to Canada, and help to hasten the day when her population, as industrious as the beaver, shall be

as numerous as the leaves on the maple, so that when she has reached the zenith of her fame, and attained the stature of nationhood, it may be said of us, as of our fathers, that, in our day and generation, we did our duty nobly and well !

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### CARLYLE'S "REMINISCENCES."

BY A. H. MORRISON, CENTRAL SCHOOL, GALT.

IT would, perhaps, be too much to affirm that the fame of Carlyle as a writer has suffered by the publication of his "Reminiscences." Considered from a literary standpoint his fame is established, and even when received in conjunction with the eccentricities of his genius, and the marked peculiarities of his style, it will hardly now suffer deterioration. That nothing has, however, been added to the public estimate of the man, as man alone, type of imperfect, suffering, yet hopeful and not altogether unsympathetic humanity, is a fact which cannot be disproved ; it must be patent even to his warmest admirers and well-wishers, of which, in an age of philosophical investigation and honest outspoken thought like the present, there cannot fail to be many.

Carlyle as a delineator of self has not succeeded in producing an agreeable portraiture. In the depicting of personal traits of character, as well as in the manifestation of the far finer faculty of appreciating genuine merit in others, he has failed lamentably to advance any claim upon the sympathies or affections of the great human family, be that family never so much given to hero and more especially to Carlyle worship.

The whole narrative from beginning to end, racked like the frame of its unhappy originator, is suffering from a species of verbal dyspepsia, which no medicative art of individual will, however strongly exerted, can cure, nor hygienic touch of outside sympathy, however delicately administered, alleviate. His estimate of men and things is too often warped and one-sided. Not a trustworthy biographer by any means, he is as little of a seer ; his prognostications for the future fail to establish a hold upon the convictions of his reader, and his strictures on men are manifestly too often not the unprejudiced decisions of a calm, deliberate judgment, or even the promptings of an intellectual instinct, supplemented by generous fellow feeling, but rather mere miasmatic mental emanations from the unhealthy sources of a martyred and distorted physical system. Even his complimentary notices of those contemporaries not stigmatized as being altogether fools and nonentities — few and far between as they are — appear too frequently tinged with the indelible stain of an invidious after-smirch ; grudgingly accorded, they forcibly remind one of the scrap offerings held out to a vagrant dog, which are but lures to attract the victim

within reach of the vindictive switch sure to fall sooner or later upon its devoted back.

The literary style of the "Reminiscences" is not a new one to Carlyle; it is but a phase of former compilations, the verbal presence of his genius in undress—thoughts, evidently jotted down as they shaped themselves in his rugged but capacious mind. Few attempts are there at graceful diction or rhetorical flourish; they are blunt, sententious, epigrammatic expressions, often in the form of apostrophe, yet thoroughly honest and straightforward, according to the writer's conceptions. Where he errs, he errs not through deliberate misstatement, but through misapprehension; utterly opposed to circumlocution, his meaning sometimes becomes involved, such short cuts does he take to arrive at his destination of expressed thought. He is moreover apt to become tiresome in places where graphic description, or anecdotal narrative, gives way to retrospective soliloquy or family laudation; then it is like ready dates or tabulated records of events in history without concurrent illustrative text.

His phraseology strikes the reader as quaintly unique—"splintered fire" one critic has termed it—and may be the result of a trained and peculiar habit of thought, or mere singularity of style, affected in defiance of all acknowledged rule and precedent. One of his favourite tricks seems to be the inversion of the order of words in sentences, in putting the subject and verb last in propositions, while frequently according the place of honour to modifying adjuncts—a rugged Latinity of expression, in short. Instances of this may be cited. Speaking of his father, he says, "but greatly his most important culture he had gathered." Again, "The feeling that he had not he could in no wise pretend to have," or "Singularity free from

envy I may reckon him too, and on pages 5 and 7, "thus are we not all beggars as the most like us have become." "Him I once saw." "There hangs it," etc., etc. There is a frequent elision of verbs, too, noticeable, as when speaking of his youth he says, "backwards beyond all, dim ruddy images of deeper and deeper brown shades into the dead beginnings of being." And alluding to his father, "At Langholm he once saw a heap of smuggled tobacco publicly burned. Dragoons were ranged round it with drawn swords, some old women stretched through their old withered arms to snatch a little of it, and the dragoons did not hinder them. *A natural Artist!*" His style has been described as truthful. It is strange with what reiteration he uses the word "perhaps"—nearly thirty times in six pages. "I think," is likewise a favourite expression. The frequent repetition of these unassertive commonplaces cannot but impress one with an idea of the inherent truthfulness of the man's nature, which cautions him to refrain from positive statement, where such statement cannot be justified by conscientious promptings, or memorial exactitude. In fact where many a less conscientious narrator would make a direct assertion with respect to some simple circumstance of every-day life, and be probably sufficiently near the truth, Carlyle limits himself to "perhaps," or "it may have been so." Another noticeable feature in his phraseology is the frequent recurrence of the word "quasi." He seems to hug it with a desperate affection, and drags it into service upon every conceivable opportunity: "quasi most," "quasi Satan," "quasi bier," "quasi pious," "quasi infernal," "quasi disciple," "quasi lover," "quasi humour," "quasi mockery," "quasi horror," "quasi mother-in-law," etc., etc. This repetition is singular as going to prove the tenacity with which

voluminous writers and astute thinkers will sometimes cling to favourite modes of expression, and adhere to stereotyped processes for the formulation of peculiar lines of thought.

It has been remarked time and again, that Carlyle's prose, regarded as English, is "execrable mongrel," that his style is moreover cumbersome, blatant, and not infrequently laboured, and that the same faults of diction which mar his more elaborate treatises, are to be found in the "Reminiscences." Without being absolutely true, it must be admitted that there are at least grounds for the statement. What tends doubtless to produce the blatant, laboured effect is the author's fondness for forcible yet redundant adverbs, and his frequent use of strings of strong adjectives—expletives they were better termed—which are lavished with a reckless prodigality of expression about the simplest noun forms, much in the same fashion as the shillalahs at an Irish Donnybrook might be supposed to play around the devoted heads of some prostrate yet still pugnacious sons of the soil. On further analysis we find a peculiar use of the comparatives and superlatives of these same adjectives; notabest, beautifuller, dreadfullest, etc.; a habit of inversion which has already been noticed; frequent elision of words left for the reader's imagination or taste to supply; and a parenthetic oddness of phraseology which is often bewildering. The digressions in the text are numerous, for the author's genius is a vagrant one, and the returns to the original theme are often effected in the most startling and unexpected manner, without premonition or preparatory intimation. This abrupt and ill-regulated method of approach might well cause the superficial or careless reader to become involved in the wordy labyrinth, if not utterly and hopelessly lost. Take the following

as an instance of perplexing and inelegant construction: "my early, yet not my earliest, recollections of my father have in them a certain awe which only now, or very lately, has passed into free reverence. I was parted from him in my tenth year, and never habitually lived with him afterwards, of the very earliest I have saved some, I would not for money's worth lose them."

Is this cynicism engendered by a dyspeptic habit, or is it the profound conviction of an honest but eccentric nature, reading, rightly or wrongly, the utter superficiality and insufficiency of social forms and individual merits—his own included, for he spares not himself—which prompts, not alone that severe self-censure and depreciation, but induces the very low estimate of alien human intellectual worth which defaces almost every page of the "Reminiscences?" Are all men and women, or even a moiety of them, the fools, the blunderers, the knaves, the dullards, that Carlyle loves to paint them? If so, alas! poor human nature, alas! poor hero-worshippers; this latter fraternity at least must perish. Yet strange to say, Carlyle himself was essentially a hero-worshipper. What about his own father? What about Jane Welsh Carlyle? about Frederick? about Cromwell? Had they no faults, or did family affection or self-interest blind the biographer to their demerits? Were they after all but ordinary mortals, transcendently magnified by the lenses of individual preference, or were they in very truth beings of a nobler type, and of a more lofty intellectuality and super-moral excellence? The author of the "Reminiscences" displays fine verbal family affection, if words are to be considered as expressions of true feeling, a matchless son, a devoted husband was he, for he has lavished panegyrics with no stinted hand upon the departed ones. Yet

words cost little, and it would be hard to imagine Mrs. Carlyle a happy woman, or Carlyle senior a hero of romance. Moreover, this excess of family affection stands out in invidious contrast to his social relationship to the outer world; it is significant of the man, and through it all individual prejudice and biased inclination whisper hero worship still, heroes the reflection of self. I, and the duplicates of I, are the oracles from which are to be drawn the inspirations of intellectuality, outside of which all is flat and insipid, a desert waste without an oasis of moral worth or a fountain head of intelligence or originality. Even Irving, the talented, the loved, the admired and honoured in youth, does not receive the full meed of appreciative homage one would choose, and not unnaturally expect to find accorded by one who, in his early days, was so intimately connected with the inner life, the occupations, friendships and affections of the bosom friend. We rise from the perusal of the biographical sketch of Edward Irving with a strange and sad feeling of disappointment, as though the earliest and fairest of the author's reminiscences, rosy and full of promise at the outset, had crumbled like dead-sea fruit into ashes by the way. So with every picture which Carlyle has left of his compeers, the impressions conveyed are at variance with all our pre-conceived estimates of the men whose mental constitutions are so mercilessly dissected, whose failings are the subject of such pitiless animadversions, and whose merits are so grudgingly acknowledged, if deemed worthy of acknowledgment at all.

But then, Carlyle was the apostle of truth, and in his hatred of shams, and earnest, manful endeavours to shear away the outside parings of superficiality and pretension, was apt, like all staunch, single-hearted reformers, to degenerate into intolerance, to

confound mediocre though absolute worth, and often sterling merit, with the meretricious trappings of an artificial and affected conventionality, or worse, the impudent and offensive assumption of an excellence which existed alone in individual and inordinate self-esteem, or had become the creed of a select but besotted few who were the self-constituted critics of the hour. Carlyle's world of intimate associates, upon his own shewing, could hardly have been an extended one, his knowledge of men, outside of a few congenial and therefore favoured acquaintances, must have been gathered chiefly from restricted personal interviews, from pre-conceived instinctive notions, from second-hand and therefore not very profound knowledge, acquaintanceship formed, so to speak, at a distance. He could never have obtained the right of entry into the confidences of the many, nor held the magic key of a universal brotherhood, wherewith to unlock the hidden treasures of the heart beating beneath the broad human bosom of the great and to him uncongenial world. No wonder then he erred so often in his estimate of others. What can be unfairer than his criticism of DeQuincey, an intellect in all respects superior to his own! What more ungenerous than the scathing lightning of contempt conveyed in the few lines referring to Thackeray! His portraiture of Coleridge is unworthy the pen which could draw for him such flattering encomiums of Southey and Wordsworth, both inferiors in fancy as they are in expression to the inimitable conceiver of the "Ancient Mariner;" and Lamb too, the charming "Elia," poor, poor, "slender fibre of actual worth," with his plebeian "proclivity for gin." Alas! what had he done, unhappy blue-coat culprit, to merit such a flagellation from the stinging birch of inimical authorship? Shelley too comes in for

his share of stripes, as who does not? Surely the man who could learn nothing, could extract no good, be cognizant of no sympathetic bond of fellow-feeling in the presence of intellects like these, who could not with all his hunger for applause and success—and he did hunger ravenously for both—who could not appreciate a line of friendly criticism from one, his equal at least, written in graceful acknowledgment of his genius, and appreciation of his own petted creation, must have been deeply tainted by the feverish touch of misanthropy, or hopelessly engulfed in the vortex of a fatuous and unhealthy apathy. Quietly ignoring his obligations as a citizen of the world to humanity, standing contemptuously aloof from the *flunkeyisms* of society at large, shunning the usual avenues to social reverence and social affection, he seems throughout his metropolitan career to have aimed at forming acquaintanceships simply for what he could learn by them; he gauged the worth of friendship by what it intellectually brought him, whether productive or unproductive; his associates were culled like oranges, if ripe and juicy they were eagerly clutched, and the rich spoil of hoarded mental treasure extracted with the avidity of an interrogative gourmand, then, when dry and sapless and affording no nutriment, the rinds were cast heedlessly away. If the individual were not a hero, and a hero after Carlyle, he was a nobody or a flunkey. If the intellect were not a transcendent one, and transcendent as interpreted by Carlyle, it was a nonentity or a sham. He lived in a world peopled by bodily presences it is true, but intellects were shadows, which when grasped at evaded his clutch or mocked him with incoherent gibberings, leaving him sadly discontented, wondering, and absolutely alone.

There is much of egotism in all this, much which detracts from the

lovableness of the man, which even mars the brilliancy of the man's genius. What a lesson might the philosopher not have learned from the blighted hopes and desolating fall of his whilom friend Irving. Surely the lesson was clear. To expect so much from humanity when humanity is but mortal, to set so great faith on human abilities, though they be one's own, when all ability, the brightest, the lowliest, can be but the spark which animates the dust, is madness; to believe in fancied inspirations, or put implicit faith in the infallibility of this or that dogma, or principle, or prejudice, is fallacy utter and absurd. Creeds crumble like empires, prejudices die with individuals or dissolve with nationalities, dogmas perish with the persecutions they necessitate and the sufferings they entail. Why should man, endowed though he may be with great mental gifts, and surrounded by every means of enlightenment and every inducement to liberal feeling, constitute himself the monomaniac of the hour, and break his heart because he cannot get all the world to think as he does? Rather let him eschew the religion of egotism, and espouse the creed of humanity; follow not the promptings of blind and often perverted preference but the dictates of a responsible and all-embracing tolerance; live as though life itself were the great object of life, so that dying, he may not learn too late that existence has slipped away without his having been aware of the fact of existence: in searching after the unattainable, why should he neglect the present good?

We turn with a feeling of satisfaction from Carlylese metaphysical soliloquy to Carlylese descriptive narrative. It is as a portrait painter of others that the author of the *Reminiscences* excels. What graphic realities are his verbal portraiture of Jeffrey, Walter Welsh, Examiner Strachey,

Basil Montague, Mrs. Montague, Bacon, Macbeth, dear Kitty, Dr. Parr—one almost sees the columned text, which constitutes the frame-work of these verbal portraits, receding into dim distance, and the glowing word-pictures, thus isolated, slowly shaping themselves into very outlined personalities, literal embodiments of the beings whose forms, whose features and physical idiosyncrasies are so clearly and graphically depicted.

Truly if the diction found in the *Reminiscences*, taken as a whole, is uncouth, it is not because the hand that limned "the abrupt and startling apostrophes" was unacquainted with the graces of rhetorical art. Here is a little gem: "Chalmers was himself very beautiful to us during that hour, grave—not too grave—earnest, cordial, face and figure very little altered, only the head had grown white and in the eye and features you could read something of a serene sadness, as if evening and star-crowned night were coming on, and the hot noises of the day growing unexpectedly insignificant to one." He has a turn for happy expressions, as witness: "This year at Hoddam Hill has a rustic beauty and dignity to me, and lies now like a not ignoble russet-coated idyl in my memory." And that masterly description of Jeffrey's mimicry is instinct with life and humour. As we read the glowing lines, in fancy we see as with corporeal vision the little man gesticulating and strutting, attitudinizing and speechifying, with all the aplomb and potentiality of a generation of public celebrities simmered down into the person of one diminutive actor. And his description of scenery is charming. What can be more exquisite than this? "Edinburgh with its towers, the great silver mirror of the Frith girt by such a framework of mountains, cities, rocks and fields and wavy landscapes on all hands of us; and reaching right un-

der foot, as I remember, came a broad pillar of gold from the just sinking sun, burning axle as it were going down to the centre of the world! . . . gradually the stars came out and Kirkcaldy crept under its coverlid, shewing not itself but its lights."

Satire too, keen if sometimes only implied, wherein lies a subtle witchery, is not wanting to add its jagged fire to the broad, lowering, and often thunderous cloud of some tempestuous clause, and quiet humour—albeit rather inclined to the grimly sardonic—plays, with lambent flame, round the skirts of captious periods, like sheet lightning in autumn flickering above the horizon of impending night.

After life's fitful fever he sleeps well; so let him, poor dyspeptic martyr; we read him in his style, his excellencies at least we can appreciate, his faults are but human ones here and there magnified. His work is a reflex of his temperament, and with all its rugged *abandon* and apparent heartlessness there is still something inexpressibly touching and beautifully affectionate in those glowing lines of panegyric which embalm his rustic father's memory—that father of whom, rustic as he was, he never was ashamed—or eulogize the woman who for his sake gave up all, who was his angel on earth, whose presence indeed must have been all he knew of heaven.

Reading these records of the dead past by the dim uncertain light of the—to him—dead present, with the ghostly shadow of his brooding genius still haunting the vistas of yesterday, we pause ere we deliver a final verdict of condemnation or acquittal. Years must roll away before individual soreness will be healed, or the scars of family pique obliterated. Till then we must be merciful and—wait. After all, we shall have to translate Carlyle, not by what he was, but by what he might have been under hap-

pier circumstances, not as the creature of choice but of chance, not as the inheritor of a buoyant, healthy nature, but heir of a marred and suffering manhood, which rendered him incapable of investing the thorns of life with their accustomed roses.

The signal merit of Carlyle was his truth. True he certainly was, as he was able to read mankind, according to his light. Scorning deceit or even the semblance of it, he disdained to clothe a thought in comelier dress to attract the superficial eye, or to convey an idea by mere grace of expression which he might apprehend would not be appreciated at its mental worth in unadorned yet honest diction. Who will say that his negro-phobia was not the natural sequence of much foreign super-philanthropic cant and empty, blatant vociferation in the cause of emancipation, mere sentimental elevation of the fragrant African to the heights of nigger apotheosis? His

seemingly wayward transitions from ultra-Radical to super-Tory, from democratical vituperation to monarchic justifications, might have been but natural consequences of natural changes in a singularly original, unconservative and consequently mutable phase of intellect, and the results of a wider and more comprehensive estimate of society. "*Tempora mutantur et nos mutamur in illis.*" He wrote as he thought, he lived as he wrote, he died as he lived; and now that he is but a name, his memory stands out from the misty ranks of the dead past generations, endowed as with a double identity, habited in the shroud of a dual existence, man within man; radical and conservative; doubter, yet worker; dependent, yet victor; the devotee of humanity, yet its bitter mocker; the champion of mental liberty, yet the scoffer at all intellect; the oracle of individual human right, yet the vindicator of divine authority.

## COMPOSITION IN OUR SCHOOLS.\*

BY G. W. JOHNSON, HEAD MASTER MODEL SCHOOL, HAMILTON.

"COMPOSITION is the art of expressing one's ideas, orally or in writing, concisely, elegantly, and unequivocally. Poets *may* be born, not made; but the reverse is generally true of successful prose writers—they are made, not born." This, and the following sentences in brackets, were written upon the black-board for subsequent discussion by the Association. [True grace in writing comes from art, not chance.] It is true we have many effective, and even polished, prose writers, who never learned a rule of composition as set down in the books. These are successful not be-

cause they *violate* the rules, but because, in spite of never having learned them, they follow them unerringly intuitively. These are the geniuses of the literary world, who form an exception to the rule that successful writers are made, not born.

[Composition, the most important study, is the most neglected.] The two chief methods by which mind can be brought to operate on mind—by which mental power can reach out, grasp, mould and control mind, are the tongue and the pen— oratory and written composition. Consider, then, for a moment, their importance and the little time, as a rule, we spend in teaching them, and you

\* Read before the Wentworth Teachers' Association.

will, I think, acknowledge the truth of my second proposition. Though a man be as wise as Solomon, yet if he have not acquired the faculty of expressing his ideas, orally or in writing in a pleasing and forcible manner, how shall his wisdom advantage himself or ennoble mankind? You will say that a wise man cannot speak without doing honour to himself and good to his hearers, but a fool will always betray himself by his speech. Yet even a fool may *learn* to clothe and present his ideas in such a manner as to escape ridicule, and the wise man's "jewels five words long that on the stretched fore-finger of all time sparkle forever" will lose none of their brilliancy from a better setting. [It is as important in the small, as in the great, affairs of life.] This is as true of speech as of writing, for oratory and composition are but oral and written phases of the same thing and cannot be separated. It is related of Tennyson, that, at a banquet, he once sat opposite a silent stranger—a man of massive brow, keen eye, and intellectual look. "Ah!" thought Tennyson, "there is a man of noble mind; why, why, is he so provokingly silent? why does he not speak? I am sure from his lips would fall words of wisdom." The stranger, at this moment, forgetting the maxim, "still tongue—wise head," called out to the waiter: "Pass me them turmits." Poor Tennyson was disenchanted—the stranger had never learned oral composition. What confidence would a business man be likely to place in the seeker for a position of trust, whose written application, to say nothing of misspelled words, was a mass of misplaced capitals scattered here and there among awkward and ungrammatical sentences? Have you never judged the mental calibre of your correspondent from his letter? Richard, the enamoured, in a late society novel, speaking of a lady who had

never learned oral or written composition, but with whose personal charms he had been smitten, whose conversation had startled him, and whose badly-composed letter, then in his hand, had surprised him, says: "When I saw her face I was enchanted, when I heard her speak I was astounded, when I read her letter I was disgusted." [It must be taught from the alphabet upwards.] That the art of expressing one's ideas accurately, neatly, and forcibly, does not receive, in a majority of our schools, that attention which its importance demands, I need not argue—we all admit it. How is the evil to be remedied? Is the subject one like Algebra, to be taken up at a certain stage of the pupil's progress, and not till then? Decidedly not. I do not mean that the set rules of composition are to be taught in the first instance, or, indeed, ever to be taken up as dry principles. We cram too much theoretical grammar and teach too little practical composition. The teacher of the primary class must teach composition by the manner in which she asks her questions and the matter in which she receives her answers. Oral composition *only* can be taught to junior classes, and it is of equal importance with written, to more advanced classes. Pupils should be taught *both* methods, so that, in future life, they may write the simplest business letter without exposing their ignorance, and "open their mouth without putting their foot in it." While questions should be so framed as to elicit the pupil's knowledge of the subject, it is of still greater importance that they should draw forth and develop his thinking powers, and, more than all, direct his thoughts into their proper modes of expression. That subject, in our daily routine of school duties, that does not cause our pupils to *think* and to express their thoughts neatly and accurately wastes their time. How few of us in our hurry



after receiving the *spirit* of the answer, stop to instruct the pupil in the proper *letter* of its expression. We pluck the fruit and disregard the flower. An answer should not be rejected if it is right, however crudely expressed, neither should it be finally received till the pupil has been shewn how to clothe and present his idea in the *best* form. I do not say that *all* answers should be, in themselves, complete sentences, but they should be definite, full, and well expressed. I have known teachers, by their manner and remarks, discourage the attempts of pupils to give full and well-composed answers. How little attention our own teachers paid to this subject we well remember. Are we doing any better than they? I shall not go further into the matter of "question and answer" but content myself with the affirmation that pupils, as a rule, are too monosyllabic in their answers and are not sufficiently encouraged to be more elaborate and explicit. [Oral composition is neglected.] There is too much dry "question and answer" and not enough conversation—too much lecture—too much driving *in* and not enough drawing *out*. Pupils should rise in giving their answers as it isolates them from the class and engenders a feeling of self-reliance. At first their ideas, like Nebuchadnezzar's dream, may pass from them, but the practice will be found beneficial in the end. Pupils should be upheld in maintaining their opinions, while their fellows are encouraged to combat them. Those innocent little debates, in class, are worth more than all your learned lectures. So much for oral composition. [Composition is an imitative art.] I now come to what, in my opinion, is the best means of teaching written composition in our schools. I have tried it and know its practical value. Pupils, from the first book to the fifth, should copy the reading lesson, while

on their seats, on their slates, and in recitation, read from their slates. I cannot put this idea too strongly. In the last country school which I taught, some seven years ago, the pupils, during the year, from the highest to the lowest, never read a lesson from their text books, but always from their slates. While one class was reciting, others were preparing, at their seats, for recitation. What did I hope to gain by this? Many things. Imperceptibly the pupils learned to spell every word in the lesson by the only rational method, of writing it; they learned to know the physiognomy of the words, so to speak, and were able to read them better than from the book.; they learned to punctuate and use the capitals properly, and that without any dry rules for their guidance; they caught the meaning of what they read the more readily; they learned, in a word, composition from the best models. No, I mistake, our Readers are not examples of classic English, I am sorry to say; but, if they were, the system of copying the reading lessons and reading from the slates, would constitute the finest exercise in composition that can be given. I know systems of punctuation differ, and that almost every writer is a rule unto himself. I have not forgotten the Lord Somebody who published a book, minus all points and capitals, and who, in a fly-leaf at the close gave all the points and capitals he could think of, excusing himself for not having used any of them by saying, "Tastes differ, the reader may pepper and salt to suit himself." Our reading lessons *ought* to be models of good English, and then my rule of copying would hold good. I repeat, *copy the reading lesson on slates and read from them*. I cannot express my opinion on this point too strongly. But you ask, will there never come a time in the pupil's life when the subject of composition must be taken up as a

separate study? Certainly. That time comes when he enters the Fourth Class of our Public School course. By that time, if the subject has been kept in view, and reading lessons have daily been copied, he will have acquired the habit of expressing himself well—a knowledge of the use of the more important points and the rules which govern the application of capitals, and that, too, without any special teaching. It is fit and proper, at this stage, to call his attention to rules which, hitherto, he has followed intuitively. The following methods may be used to advantage:—

(a) Re-write a given passage, substituting synonyms for words underscored.

(b) Paraphrasing sentences; that is, giving their equivalent in other words.

(c) Rendering poetry into prose.

(d) Combining separate statements into sentences of a specific kind.

(e) Changing direct into indirect speech, and *vice versa*.

(f) Changing the grammatical construction of sentences.

[Composition seeks variety of expression.] No two pupils will express

the same idea in the same words. Let them put their renderings on the board and let the class criticize the work. The whole value of the lesson is in the criticism if properly directed. [Composition does not furnish ideas, but clothes them.]

At this stage the writer called up a number of his pupils and proceeded to illustrate his method of teaching composition to his class—one preparing for entrance to the High School. A subject was selected, and the pupils were invited to mention anything they knew about it. Their hints were written by their teacher on the black-board; and, when the subject was, in the opinion of the pupils, exhausted, they were given fifteen minutes to weave the hints on the board into compositions, on their slates. They then copied their "compositions" upon the black-board, and, in the presence of the Association, proceeded to criticize each other's performance, objecting to a faulty sentence here, a misplaced capital or point there, and so on. The proceedings were concluded by writing on the black-board this final motto, [Criticism is the pith of the whole matter.]

MESSRS. D. APPLETON & Co. have just issued a work on "The Art of School Management," by Mr. J. Baldwin, a gentleman at the head of the State Normal School at Kirksville, Mo., and who has had some five and twenty years' experience in teaching. The volume is one of a series of books which the author is preparing to form a library of professional information on the subject of Education. Two others are announced for early publication, viz., a work on "Elementary Psychology and the Science of Human Culture," and one on "The Art of Teaching."

In the present work the author takes up the subject of organizing, governing and conducting schools, and gives some excellent practical hints which our readers will profit by making acquaintance with. The object seems to have been to supply plain, suggestive lessons for the teacher rather than learned disquisitions on abstruse subjects or speculative theories. Mr. Baldwin says, that "it is the world's supreme work to elevate teaching from the position of a vacillating empiricism to that of the chief of arts," and he contributes no slight aid himself in that direction.

## ARTS DEPARTMENT.

ARCHIBALD MACMURCHY, M.A., MATHEMATICAL EDITOR, C. E. M.

Our correspondents will please bear in mind, that the arranging of the matter for the printer is greatly facilitated when they kindly write out their contributions, intended for insertion, on one side of the paper ONLY, or so that each distinct answer or subject may admit of an easy separation from other matter without the necessity of having it re-written.

## UNIVERSITY OF LONDON.

MATRICULATION EXAMINATION,  
JANUARY, 1881.

## NATURAL PHILOSOPHY—PART A.

Solutions by J. A. BALDERSON, B.A.,  
Mathematical Master, High School, Mount  
Forest.

1. A body resting on a smooth horizontal table is acted on by a horizontal force equal to the weight of 2 ounces, and moves on the table over a distance of 10 feet in 2 seconds. Find the mass of the body.

Let  $m$  = mass of body and let  $f$  = acceleration per second, then  $mf = 2$  ounces or  $f = \frac{2}{m}$  and  $s = \frac{1}{2} f t^2$  or  $\frac{2s}{t^2} = f$  or  $\frac{20}{4} = f = 5$  feet per second.

$$\therefore 5m = 2 \text{ or } m = \frac{2}{5} \text{ or } mg = \frac{2g}{5} = \frac{2 \cdot 32}{5} = \frac{64}{5} = 12.8 \text{ lb.}$$

$\therefore$  mass = mass of a body whose weight is  $\frac{64}{5}$  of a pound.

2. Three forces act along three of the sides of a parallelogram  $ABDC$ , one from  $A$  to  $B$ , one from  $A$  to  $C$ , and the third from  $B$  to  $D$ ; each force being proportional to the side along which it acts; the parallelogram is such that the diagonal  $AD$  is perpendicular to the side  $BD$ . Find the line of action of the resultant force, and shew that its magnitude is equal to one of the given forces.

Let  $ABDC$  be a parallelogram having the diagonal  $AD$  perpendicular to  $BD$  and having forces represented in magnitude and direction by  $AC$ ,  $AB$ , and  $BD$ , acting along

$AC$ ,  $AB$ , and  $BD$ ; now resultant of  $AB$  and  $AC$  is represented in magnitude and direction by  $AD$  and the resultant of  $AD$  and  $BD$  is represented in magnitude and direction by  $KD$ , where  $KD$  is the diagonal of parallelogram, having  $AD$  and  $BD$  as adjacent sides and this is equal to  $AB$ , the other diagonal, since the parallelogram is rectangular, that is the resultant of the three forces is equal to the force represented by  $AB$ .

3. A body appears to weigh 24 lbs. when placed in one scale-pan, and 25 lbs. when placed in the other. Find its real weight to three places of decimals.

Let  $w$  represent the true weight of the body; let  $x$  and  $y$  represent the lengths of balance arms. First, let body be weighed in the pan having the  $x$  arm and let it weigh 24 lbs., then  $24y = wx$ ; similarly by weighing body in the other we have  $wy = 25x$ ; by eliminating  $x$  and  $y$  we obtain

$$w = \sqrt{24 \cdot 25} = \text{true weight.}$$

4.  $ABC$  is an equilateral triangle of 6 inches side, of which  $O$  is the centre. If the triangle  $OBC$  be removed, find the distance from  $A$  to the centre of gravity of the remainder.

Let  $ABC$  be an equilateral triangle resting in a horizontal position and having  $O$  as centre, and instead of removing the triangle  $OBC$  let a force equal to weight of triangle  $OBC$  act upwards through its centre of gravity; then the problem resolves itself into finding centre of parallel forces, weight of triangle acting downwards through  $O$ , and of

a force equal to weight of  $\frac{1}{3}$  triangle acting upwards through centre of gravity of  $OBC$ , the distance of centre of these from  $A = \frac{1}{3}$  length of perpendicular from  $A$  on  $BC = \frac{1}{3} 3\sqrt{3} = \frac{13}{2\sqrt{3}}$  inches.

5. A smooth inclined plane, whose height is one-half of its length, has a small pulley at the top, over which a string passes. To one end of the string is attached a mass of 12 lbs., which rests on the plane; while from the other end, which hangs vertically, is suspended a mass of 8 lbs.; and the masses are left free to move. Find the acceleration and the distance traversed from rest by either mass in 5 seconds.

The effective part of the force of 12 lbs. in retarding motion is 6 lbs.; the weight will move up the plane with an acceleration  $f = \frac{8-6}{12+8}g$  per second  $= \frac{g}{10}$ ; space traversed in 5 seconds  $= \frac{1}{2} \cdot \frac{g}{10} \cdot 25 = \frac{5g}{4} = 40'$  feet.

UNIVERSITY OF TORONTO,

ANNUAL EXAMINATIONS, 1881.

PROBLEMS (ALL THE YEARS).

Examiners — Charles Carpmael, M.A., A. K. Blackadar, B.A., F. Hayter, B.A.

1. If a point  $O$  be taken in the interior of an equiangular triangle  $ABC$ , and if we drop perpendiculars  $OH$ ,  $OI$ ,  $OL$  on the three sides, the sum of these three perpendiculars is equal to the altitude of the triangle.

(To be solved by geometry.)

2. Find  $\theta$ ,  $\phi$  from the equations,

$$p \sin^2 \theta - q \sin^2 \phi = p, \quad p \cos^2 \theta - q \cos^2 \phi = q.$$

Investigate whether  $\theta$ ,  $\phi$  can both be read for any real values of  $p$  and  $q$ .

3. If lines be drawn from the angles of a triangle  $ABC$  to the centre of the inscribed circle cutting the circumference in  $D, E, F$ , shew that the angles  $DEF$  of the triangle

formed by joining these points are respectively equal to

$$\frac{\pi + A}{4}, \quad \frac{\pi + B}{4} \quad \text{and} \quad \frac{\pi + C}{4}.$$

4. Let  $a_1, a_2, a_3, \dots$  be the lengths of the sides of a polygon  $ABCD, \dots$  inscribed in a circle,  $p_1, p_2, \dots$  the lengths of the perpendiculars from any point  $P$  in the circle on the considered position. Then if the polygon be not reëntering and if  $P$  be on the smaller arc cut off by  $a_1$ ,

$$\frac{a_1}{p_1} = \frac{a_2}{p_2} + \frac{a_3}{p_3} + \dots + \frac{a_n}{p_n}.$$

5. Prove that

$$\tan \frac{\pi}{2^{n+1}} \left\{ \tan \frac{\pi}{2^{n+1}} + 2 \tan \frac{\pi}{2^n} + \dots + 2^{n-2} \tan \frac{\pi}{2^3} + 2^{n-1} \right\} = 1.$$

6. If  $\frac{bx + cy + az}{cx + ay + bz} = 1$ , shew that

$$\frac{b-c}{cy-bz} = \text{anal.} = \text{anal.}$$

7. Solve  $\begin{cases} x^2 - yz = a \\ y^2 - zx = b \\ z^2 - xy = c \end{cases}$

8. If  $n$  be any integer  $> 1$ , shew that

$$\frac{[2n]}{n} < \left\{ 8n^2(2n^2 - 1) \right\}^{\frac{n}{3}}$$

9. Examine the statement that every even number is the sum of two prime numbers, and every odd number the sum of three prime numbers.

10. Sum the series

$$\frac{1^2}{[2]} + \frac{2^2}{[4]} + \frac{3^2}{[6]} + \dots \text{to infinity.}$$

$$\tan^{-1} \frac{4}{1.5} + \tan^{-1} \frac{6}{5.11} + \tan^{-1} \frac{8}{11.19} + \dots$$

to  $n$  terms.

11.  $P, Q, R, S$ , are the middle points of the sides of a quadrilateral taken in order; the intersection of  $PR$  and  $QS$  lies in the same straight line with the points which bisect the diagonals of the quadrilateral.

12. An ellipse is inscribed in any triangle, and the polars of the middle points of the sides are drawn; the triangle formed by the three polars is a constant area.

13. Through any two points  $A$  and  $B$  on an equilateral hyperbola lines are drawn parallel respectively to the polars of  $B$  and  $A$ : a circle may be described passing through the intersection of these lines, through  $A$  and  $B$ , and through the centre of the hyperbola.

14. The locus of the foot of the perpendicular drawn from the focus of a parabola on the normal is another parabola.

### PROBLEMS IN ARITHMETIC,

for Entrance and Teachers' Examinations, by  
W. S. ELLIS, B.A., Mathematical Master,  
Cobourg Collegiate Institute.

I. When a man pays  $11\frac{1}{2}$  cents for 17 eggs, what are they selling at per dozen? If on the average 7 eggs weigh 1 lb., what should be the selling price per lb.?

8c. and  $4\frac{3}{4}$ c.

II. If 4 bushels of wheat occupy 5 cubic feet, how many bushels could be stored in a cubical bin 5 ft. each way, and what weight, in tons, would the floor have to support if this bin were full of wheat?

100 bush; 3 tons.

III. Second class fare on the Grand Trunk Railway is  $2\frac{1}{2}$  cts. per mile, 1st class fare being  $1\frac{1}{2}$  times as much as 2nd class. How much will it cost a man to travel from Toronto to Montreal (333 miles), if he takes a 1st class ticket to Cobourg (70 miles), a 2nd class from there to Brockville (130 miles), then a 1st class the rest of the way? \$10.01 $\frac{3}{4}$ .

IV. A man can purchase a hat of one kind for \$2.00 which he can wear for 8 months, or he can get one of another kind for \$2.37 $\frac{1}{2}$  that he can wear for 10 months, which will be the more profitable purchase, and how much will be saved in 10 years by constantly wearing that kind of hat rather than the other? The 2nd kind; \$1.80.

V. Two numbers are resolved into their

prime factors, one number contains 4 factors, the other 5, and three of these factors are common to both numbers. Shew from this how you could find the G. C. M. and the L. C. M. of the numbers.

VI. Water expands  $\frac{1}{10}$  of its own volume in freezing. How many cubic feet of ice would be formed by the freezing of the water that would just fill a rectangular cistern, 5 ft. long, 4 ft. wide and 3 ft. deep. 66 ft.

VII. In the previous question if the cistern was filled with ice, how many cubic feet of water would be formed by the melting of this ice?  $54\frac{1}{4}$  ft.

VIII. If  $\frac{3}{11}$  of  $A$ 's, money =  $\frac{2}{3}$  of  $B$ 's, and if  $A$  and  $B$  together have \$59, how much has each?  $A$ , \$44;  $B$ , \$15.

IX. Three men and 5 boys can do a piece of work in 7 days, 3 men and 4 boys can do it in 8 days, how long would it take 4 boys to do it? 14 days.

X.  $A$  owns  $1\frac{1}{2}$  times  $\frac{2}{3}$  of a ship, and gives  $\frac{3}{8}$  of his share for a  $\frac{2}{3}$  partnership in a house and lot. If the ship is worth \$15,000 and the house is worth half as much again as the lot, find the value of the lot. \$4500.

XI.  $A$  and  $B$  run a race of one mile.  $A$  gives  $B$  a start of 20 yards, and wins by 40 yards.  $A$  ran the mile in 7 minutes. Find where  $A$  passed  $B$ , and how long  $B$  was in running the mile.

$A$  passed  $B$  586 $\frac{2}{3}$  yards from the start, and  $B$  ran the mile in  $7\frac{1}{4}\frac{1}{4}$ ."

XII. Prove that the G. C. M. multiplied by the L. C. M. of two numbers will give the product of the numbers.

XIII. Is it possible for the product of two non-terminating decimals ever to become a terminated decimal? Yes.

XIV. There are two notes, the face value of one being  $1\frac{1}{2}$  times that of the other. Now if true discount is taken on the first, and bank discount on the second, the sum of the discounts is greater by \$0.381 + than if bank discount had been reckoned first and true discount on the second, 5 per cent. being the

rate in each case; find the face value of each note.

$$(\$100 + \$100 \times \frac{1}{2}) - (\$100 + \$100 \times \frac{1}{2}) =$$

\$0.381 gives the face value of first note, viz., \$800.

XV. In the *Mail* of May 20th, Quebec 5 per cent. stock is quoted at 110, and Montreal Bank stock at 206½. What dividends should the latter stock pay so that investments in the two kinds quoted would be equally good?  $9\frac{3}{8}$  per cent.

XVI. If 5 per cent. stocks are at 110, what fraction of a sum of money would represent the true discount on that sum?  
 $\frac{1}{11}$  or  $4\frac{5}{11}$  per cent.

XVII. A man got an insurance on his property at 2 per cent. for such a sum that in case of loss he would recover the value of the property, the premium paid for insurance and \$500 in addition. The property was burned, but the company, suspecting fraud, would pay only 75 cents on the \$ of the claim; this amounted to \$500 less than the actual value of the property burned; what was the value of the property, also the sum entered in the "Policy?"

\$3760.87, and \$4347.755.  
Soln.  $\frac{3}{4} \times \frac{1}{100}$  (value + 500)  
= (value - 500).

XVIII. In the last problem take the answer and prove that it is approximately correct.

XIX. A merchant bought goods, and paid a certain import duty on them. He marked his goods so as to gain 20 per cent. on total cost, but was obliged to throw off 10 per cent. of this marked price, he then gained 10 per cent. on the first cost of the goods, what percentage duty did he pay?

25 per cent.

Soln.  $\frac{1}{100}$  (cost + duty) -  $\frac{1}{100}$  cost  $\times \frac{1}{100}$  (cost + duty) =  $\frac{1}{100}$  cost i.e.  $\frac{1}{100}$  (cost + duty) =  $\frac{1}{100}$  cost or 8 per cent. of cost + duty = 10 per cent. of cost, ∴ duty = 25 per cent.

XX. A dealer spent \$400 buying cows, sheep and geese. He bought the cows at \$20 each, the sheep at \$4 each, and the geese at 50 cents apiece. When the money was spent he had 100 animals. How many of each kind did he buy? Had the price of geese been 20 cents, what would then be the answer?

1st answer, 14 cows, 22 sheep, 64 geese,  
or 7 cows, 61 sheep, 32 geese.  
2nd answer, 19 cows, 1 sheep, 80 geese.

We are sorry to see, from advertisements in the daily papers, such a strong disposition manifested, in several places, to cut down teachers' salaries. We feel satisfied that the effects of this parsimony will, like chickens and cursers, "come home to roost."

THE London *Times* commenting on the prosecution of Dr. Buchanan, in Philadelphia, for forging medical diplomas, says: "Our ancient universities have sinned quite as much as he in making degrees a mere matter of money. Many thousands of men add M.A., D.D., or D.C.L. to their names without having answered a question, or shewn any scholarship or knowledge over and above what is implied in a B.A. degree."—*Ex.*

AN English writer remarks that in late years improved educational maxims in the schools have been followed by improved methods in the kennels, and that dogs have been trained better through kindness than through terror.—*New. Eng. Journal of Ed.*

BOARD schoolmaster (desiring to explain the word 'conceited,' which had occurred in the course of the reading-lesson): "Now, boys, suppose that I was always boasting of my learning; that I knew a good deal of Latin, for instance, or that my personal appearance was—that I was good-looking, y' know; what should you say I was?" Straightforward boy (who had "caught the speaker's eye"), "I sh'd say you was a liar!"—*Punch.*

## PUBLIC SCHOOL DEPARTMENT.

[Contributed to, and under the management of, Mr. S. McAllister, Headmaster of Ryerson School, Toronto.]

## SCHOOL-ROOM WORK.

IN response to numerous urgent requests we devote the whole of the space allotted to this department, in the present number, to practical work. We hope that by this step we shall be rendering valuable aid to our fellow teachers throughout the country, at a time when they need it most, owing to the pressure of work that always accompanies the close of the "long half" of the year. We must acknowledge the courtesy of our friends who have made it possible to place valuable practical questions before our readers, by sending us copies of Promotion Examination Papers used in Goderich, West Middlesex, and in Perth.

## GODERICH MODEL SCHOOL.

## ARITHMETIC—SECOND CLASS.

I. How often is 9 contained in the difference between 30765423 and 47324362?

II. By what must 234 be multiplied to give for product 132678?

III. A person bought 140 horses at \$125 each, and 575 sheep at \$5 per head; find total amount paid for them.

IV. How many times is 9 contained in 12 times 1024067?

V. How many lots at \$145 each can be bought for \$14355?

VI. From the sum of 7806423 and 70865 take the product of 435 and 78.

VII.  $49306402 \div 654$ .

VIII. How many pounds of butter at 15 cents per pound will be required to pay for 3 yards of cloth at \$2 per yard.

IX. A farmer paid \$350 for horses, \$240 for cows, \$22 for a plough, \$18 for harrows,

\$75 for a waggon and \$475 for other implements. After paying for them he had \$425 left; how much money had he at first?

X. A merchant bought wheat as follows: on Monday 78056 pounds, on Tuesday 10945 pounds, on Wednesday 70045 pounds, on Thursday, 240642 pounds, and on Friday 23456 pounds. On Saturday he sold twelve car loads 34567 pounds each; how many pounds had he left?

## ARITHMETIC—THIRD CLASS—SENIOR.

I. Express 987654321 square inches, in acres, roods, etc.

II. Multiply the difference between £257 17s. 9¾d. and £400 6s. 3½d. by CMIX.

III. What number divided by 496 will give 49 for quotient and 207 for remainder.

IV. The quotient is 17 acres, 27 perches, 19 yds., the dividend 970 acres 39 per.; find the divisor.

V. An estate worth £3456 7s. 8d. is divided among 3 children; the first gets £1234 5s. 6½d., the second gets half as much, and the third gets the remainder; find share of each.

VI. If 7 yds. of cloth cost \$35, how many bushels of potatoes at 35 cents per bushel must I give for 5 yds. of the same cloth?

VII. By what must 957 acres 3 rds. 27 yds., be divided in order to give 39 for quotient?

*Additional for Senior Section.*

VIII. Find the value of  $2\frac{1}{4}$  of  $\frac{3}{4}$  +  $\frac{3}{2\frac{1}{2}}$  +  $4\frac{1}{2}$  of  $1\frac{1}{3}$  -  $4\frac{1}{3}$ .

IX. After selling  $\frac{3}{4}$  of  $\frac{3}{4}$  of my farm and

renting  $\frac{3}{4}$  of  $\frac{3}{4}$  of the remainder I have 35 acres left; how many acres had I at first?

X. How often can the G. C. M. of 972 and 1440 be subtracted from the L. C. M. of 7, 8, 9, 10, 11, 12, 13, 14, 15?

#### GEOGRAPHY—FOURTH CLASS.

1. Explain latitude and longitude of a place on the earth. How would you explain to any person reasons for concluding:

(1) That the earth moves round the sun and not the sun round the earth?

(2) That the earth is round and not flat?

2. Give the main divisions of Asia with their chief towns; the principal mountain chains, islands and rivers.

3. Draw a map of South America, on which is indicated capes, mountains, rivers and capitals.

4. Draw a map of the County of Huron, on which are properly placed its towns, villages, rivers and townships.

5. Trace the voyage a ship would make from Sidney (New South Wales) to Sault Ste. Marie (Canada).

6. Trace a trip by which you will touch at all the capitals possible of the Provinces of the Dominion of Canada. Name all the inland counties in Province of Ontario with capitals.

#### *Additional for Senior Section.*

7. What productions would Canada exchange to the greatest advantage, on both sides, with France, Sweden, United States, Britain?

8. Where are the following rivers? State the directions in which they run and the chief towns on their banks:—Thames, Clyde, Shannon, Danube, Liffey, Tay, St. Lawrence, Nile, Ganges.

9. Describe the position and natural characteristics of the following places: Goderich, Bordeaux, Cairo, New Orleans, Hong Kong, Chicago, Naples, Montreal, Buenos Ayres, Queenston Heights, Melbourne, Ottawa.

#### GRAMMAR—FOURTH CLASS.

I. What is meant by the expression "parts

of speech?" Enumerate them; and define those that have inflection.

2. What is meant by the *case* of a noun? How do you find out the case of a noun in a sentence? Name the different nominatives.

3. If I tell a class that "a table is a noun," am I right or wrong? Give your reason.

4. Explain the grammatical terms, *number, gender, mood, tense, voice, antecedent, relative*, with examples.

5. Give the comparative and superlative degrees of the following adjectives: *bad, sorry, ill, sick, lively, many, much*; the plural number of the following nouns: *woman, ox, sheep, die, halfpenny*; and the past tense and present participle of the following verbs: *bite, fit, clamber, refer, run, time, travel, rival*.

6. Give examples each of personal, possessive, demonstrative, and relative pronouns, and explain why they are so called.

7. Add a verb in the passive voice to each of the following nominatives, "many" and "none"—"both you and I"—"John or James"—"neither John nor James"—"any of them"—"a number of people"—"a few people."

8. Analyze the following sentence and parse the words in italics. "*Courage that grows from constitution very often forsakes a man when he has occasion for it; and when it is only a kind of instinct in the soul, breaks out on all occasions without judgment or discretion.*"—*Adairson*.

*Senior Section will omit above question.*

(8) "*Property both in land and movables, being thus originally acquired by the first taker, which taking amounts to a declaration that he intends to appropriate the thing to his own use, it remains in him, by the principles of universal law, till such time, as he does some other act which shews an intention to abandon it; for then it becomes, naturally speaking, of public right once more, and is liable to be again appropriated by the next occupant.*"—*Blackstone*.



9. Correct the following, giving your reasons:—

(a) That is the man who done it and who we suspected to be guilty.

(b) Any one can overcome difficulty if only they persevere in grappling with them.

• HISTORY—FOURTH CLASS.

1. Name the successive races that have inhabited Great Britain, with date and general effect of each.

2. Write a short account

(a) Of Britain's earliest inhabitants;

(b) Of the Roman invasion of Britain;

(c) Of four principal men of Britain before 1066;

(d) Of the Norman conquest.

3. Name each of the Norman line of kings, and state for what events each reign is noted. State clearly what is meant by the Feudal System.

4. Write a brief summary of Canadian history from 1837 to 1880.

5. Narrate, with dates, the chief events in the reigns of these sovereigns: Henry II. Henry VI. Henry VIII.

6. State the circumstances under which (1) the Crowns and (2) the Legislatures of England and Scotland were united.

7. State briefly what portions of France belonged at any time to the English Crown, and when and how they were lost.

8. Give some brief account of the following persons: Chatham, Marlborough, Cranmer, Lord Bacon, Archbishop Laud, Burke, Hampden, Mary Queen of Scots.

9. Describe briefly what you mean by the following terms: Jury, Houses of Parliament, National Debt, Police Magistrate.

Also (1) How our laws are made;

(2) From what principal sources the public revenue is raised;

(3) The several rulers in authority over us, in proper order, commencing with this municipality and ending with the highest.

CANADIAN HISTORY—THIRD CLASS.

1. Give brief history of four of the early explorers of America.

2. With what tribes has Britain had to deal in connection with the settlement of Canada? Name prominent chiefs who have assisted her in war.

3. When and by whom were Quebec, Montreal, and Kingston founded? State what you know of the captures of Quebec.

4. Name first French and first British Governor-General of Canada. Who is the present Governor-General?

5. State the causes which led to the troubles in 1837-8. Give a short history of the rebellion and its results.

6. When was our Public School system founded and by whom? Compare it with other systems. Who is now Minister of Education?

7. When was the Act passed creating a Confederation of the British Provinces of Canada? Name those at first comprising Canada; also, those subsequently added.

8. State reasons why we should love Canada, and what may be done by us to advance her interests.

9. Tell how Cartier and Champlain treated the Indian tribes.

10. For what were the following men noted: Frontenac, Wolfe, Brock, Tecumseh, Lord Durham, Champlain?

11. Name the principal events of the war which ended with the capture of Quebec in 1759. How often, and when was Quebec taken?

12. What is meant by the U. E. Loyalists, Clergy Reserves, Fenian Raids?

13. Name the last four Governors of Canada, and tell what you know of the last two.

COMPOSITION—FOURTH CLASS.

I. Write sentences as follows:

(a) Containing two words. (simple)

(b) Containing eight words. “

(c) Compound sentence.

(d) Complex sentence containing adjective proposition.

(e) Complex sentence containing noun proposition.

(f) Complex sentence containing adverb proposition.

(g) Complex sentence containing adjective, noun and adverb propositions.

## II. Transpose into prose :—

“My life is cold, and dark, and dreary ;  
It rains, and the wind is never weary ;  
My thoughts still cling to the mouldering past,  
But the hopes of youth fall thick in the blast,  
And the days are dark and dreary.”

—*Longfellow.*

III. Write a letter to a friend explaining the circumstances which render it necessary to take an ocean trip, and state the route you propose with names of places you expect to visit, etc., etc. The letter to be not less than 20 lines.

### *Additional for Senior Class.*

#### IV. Paraphrase the following lines :—

(a) “Then suddenly, as one from sleep I started ;  
For round about me all the sunny capes  
Seemed peopled with the shapes  
Of those whom I had known in days departed,  
Apparled in the loveliness which flames  
On faces seen in dreams.”—*Longfellow.*

N.B.—Senior class will omit question II.

## WEST MIDDLESEX PROMOTION EXAMINATIONS.

### *From Second to Third Class.*

#### READING.

Write the meanings of the italicized words and phrases. Answer the questions asked.

1. The bird that *soars on highest wing.*
2. Open your *hospitable* door. Mention two acts of hospitality.
3. The ass not liking the *complaisance* of his master.
4. *Urchins* stood with their *thievish eyes.* What is a thief?
5. There was an old *prophecy* that he should rule over Israel. Who?

6. He *managed* to send word to his *distracted* father.

7. He had hard work on their rough bush farm to make *both ends meet.*

8. Let the *young people mind* what the old people say. What do they say we should mind?

9. We ought to possess *courage* and *presence of mind.*

10. Thou comest with *sword, spear* and *shield.* Who was it came?

11. Write two verses from the “Evening Hymn.”

12. Tell the story of “The Boy and the Starling.”

13. To whom did God give the commandments? Write any two of them.

14. In the “Story of Mary and her Canary,” what was Mary’s fault? How was she cured?

15. Reading, page 183, first three paragraphs, “Birth of our Saviour.”

#### SPELLING.

1. English rhyme.
2. He is grown a stalwart man.
3. Paws soft as dough (line of poetry).
4. You’ll see the speckled hen.
5. don’t, won’t, she’d.
6. breakfast, cousins.
7. Some pretty hymn Ann sings.
8. They had stalks and no roots.
9. drowned, journey.
10. Tommy was quite afraid.
11. ’Twas reported of Tim.
12. O dearest Jenny Wren.
13. cushion, Christmas.
14. Master Timy’s soup.
15. I’d scorn to intrude.
16. England, Walter.
17. It wouldn’t be half so queer.
18. persevere, grievous.
19. The horses neighed.
20. Put the sieve in the meadow.
21. a mighty jerk, descendants.
22. sword, carcass, sheath.
23. epitaph, obstacles.
24. The bear almost squeezed her to death.
25. They’ve caught and killed scores.

26. She went to the cobbler's.
27. He was wringing the water from his hair, thoroughly.
28. Why sport'st thou thus?
29. prophecy, dreamt.
30. dolefully, frolicsome.
31. They separated to go on their errands.
32. acceded, persuade, thwarting.

## ARITHMETIC.

1. One of the following numbers: 22910232 and 1342521, contains 19 exactly, the other 29; perform the necessary division and find the product of the quotients.
2. From 101681300151 take 110637, then divide the remainder by 196758.
3. What number contains 789 as often as 139437648 contains 144?
4. The sum of four numbers is 42271; three of them are 4781, 6902, and thirty thousand and one; find the other.
5. Using two factors, work the following questions:

$$1396852645001 \div 132$$

$$76958376 \times 63$$

$$1126384157 \div 133$$

## From Third to Fourth Class.

## READING.

Write the meanings of the italicized words and phrases. Answer the questions asked.

1. A pond of deep water is an *indispensable adjunct* to their *dwelling*.
2. Wolves live by *violence* and *rapine*.
3. The *cowardice* of the wolf is *conspicuous* when taken in a trap.
4. *Instead* of *renewing* the charge, he *swerved* to the left.
5. He called the creature "the *miraculous* cause of his *liberty*."
6. When they had *finished* their *peregrinations*.
7. A squirrel *retires* to a *burrow* and *hibernates*.
8. I *determined* to *discover* the cause of this *singular procedure*.

9. On *advancing* an *obstacle* obstructed his *progress*.

10. He had an *unaccountable repugnance* to dogs.

11. With *mast*, and *helm*, and *pennon* fair.

12. John was a *sturdy*, *intelligent*, and *God-fearing* pilot.

13. Tell in your own words "The Story of the Bears and Bees."

14. What was the Newfoundland dog's revenge?

15. Write correctly the last two verses of Casabianca.

16. Why is John Maynard called brave? Tell the story.

17. Reading, page 150, last paragraph, "The Beaver."

## ARITHMETIC.

1. By what must 17 miles 121 yds. 31 ft. be divided to give for quotient 37 perches?
2. How many square feet in a plot of ground 3 perches 14 ft. long, and 5 yards 11 inches wide?
3. A block of stone is 36 ft. long, 2 yards wide, and  $6\frac{3}{4}$  feet deep. How far from the end must it be cut to have 3 cubic yards?
4. Find the cost of 196 bags of wheat each, exclusive of bag, weighing 119 lbs., at \$1.06 per bushel.
5. John can do a piece of work in  $2\frac{1}{2}$  days, James can do it in  $5\frac{1}{2}$  days; in how many days can they both do three times the work?
6. From the sum of the two largest of the following fractions take the difference of the two smallest:

$$\frac{2}{3}, \frac{3}{4}, \frac{5}{8}, \frac{7}{8}, \frac{1}{6}, \frac{1}{12}, \frac{8}{9}.$$

7. After giving away  $\frac{1}{6}$  of my money, then  $\frac{2}{3}$  of the remainder, then \$17 less than £18 19s. 6d., how much have I left?

8. What is the cost of carpeting a floor 26 ft. long and 21 ft. wide, with carpet 2 ft. wide and worth \$1.20 per yard?

## GRAMMAR.

1. Give the masculine or feminine words corresponding to him, hunter, Mr. Judson,

maid, stag, doctor, tailor, hero, husband, songster.

2. Write the possessive singular and the possessive plural of child, pony, thief, monkey, he, thou, I, goose, fox, church.

3. Name the cases and tell how you know the one from the other. Illustrate, by examples, the different ways the nominative may be used.

4. Correct all the errors in the following:

who said that  
Tom, you ain't the boy I meant.  
The master learned us our lesson.  
I am not the person that did'nt say so.

5. Parse italicized words :

*Together round* her grave *we* played,  
My brother *John* and *I*.  
You run *about*, my little *maid*,  
Your *limbs* *they* are *alive*.

#### GEOGRAPHY.

1. Draw a map of the zones. Define arctic circle, equator, Tropic of Cancer, meridian, longitude, strait.

2. By what railroads are the following places connected : Sarnia and London; Parkhill and Guelph; Toronto and Barrie; Orangeville and Owen Sound; Montreal and Portland?

3. Name ten townships in the County of Middlesex, and state a railroad and village in each.

4. How is a county town distinguished from any other town? Through what counties would you pass in going from Sarnia to Toronto by the G. T. RR.?

5. What countries in America border on the Pacific Ocean? Give them in order, beginning at the north.

6. Locate Boston, Red Sea, Patagonia, Victoria, China, Quebec, Montreal, Brazil, Chicago, Winnipeg.

7. Arrange in order the following places, beginning with the one at which the sun is first visible in the morning: Alaska, Peru, Ontario, Russia, Spain, England, Ireland, France, New Brunswick, Mexico.

8. Give the number of square miles in each of any five Provinces of the Dominion.

Pupils are expected to tabulate as much as possible.

NORTH RIDING COUNTY OF PERTH—  
PROMOTION EXAMINATIONS, MARCH  
25, 1881.

#### Entrance to Senior Third Class.

#### GEOGRAPHY.

1. Name all the rivers, lakes, etc., through which the waters of Lake Simcoe pass on their way to the sea.

2. Give the boundaries of the County of Huron.

3. How do boats pass from Lake Ontario to Lake Erie?

4. Define ocean, bay, continent and peninsula.

5. What and where are British Columbia, Amherst, Galt, Rideau, Milverton, Sturgeon, Collingwood, Muskoka, Dufferin, Calumet?

6. Draw a small map of the County of Perth, showing the townships, towns, rivers and railways.

#### GRAMMAR AND COMPOSITION.

1. What part of speech is each word in the following sentence?

One day his employer said to him, "Now, to-morrow, that cargo of cotton must be got out and weighed, and we must have a regular account of it."

2. Write a description of "A Table." Try to fill up fifteen lines of your paper with it.

3. Tell in writing what you can remember about Grace Darling. Do not try to remember the exact words of the book but use your own words. No mark will be given for the words of the book.

4. Construct a single sentence out of the following :

Joe drew near.

Joe saw signs of mischief.

Joe felt uneasy.

N.B.—Writing will be judged from this paper. Slates not to be used.

DICTIONARY.

1. The boy went | as he had promised | to the senator's house, | shewed cook the design | of the figure | which he meant to execute, | answered for the success of the attempt, | and cut the block of butter | with that purity of style | and perfect taste | which he afterwards displayed | in cutting blocks of marble.

2. The genius smiled | with a look of compassion | and affability | that familiarized him | to my imagination.

3. Approval, conscience, business, quietly, demeanour.

4. Bring sleeping draughts to the downy bed.

5. Slighting ancient footmarks, harangue, shriek.

6. He makes his living by dyeing cloth, daughter, ascending.

7. The disguised monarch, prodigious, perpetually.

8. Pursuit, perceptible, separately, parade.

9. He saw signs of mischief, arrival, variety.

READING.

Third Book, page 103—"Jacko's . . . rods." Value 50. Expression 15. Fluency 35. Two marks off for each error in pronunciation, and one mark off for every other error in fluency, such as hesitation, omission, substitution, miscalling, etc. Examiner will please fill in the reading marks on the list.

ARITHMETIC.

1. A miller sold 7540 lbs. of flour at \$3.50 per 100 lbs.; how much money did he receive?

2. What number must be taken 1416 times from 1377906 to leave 138 for remainder?

3. How many 4 oz. weights can be made out of 3 cwt. 3 qrs. 3 lbs. of brass?

4. What would it cost to ditch a road a

quarter of a mile long, on each side, at the rate of 40 cts. per rod?

5. How many cubic feet in 9000 bricks, each 2 inches thick by 4 inches wide and 8 inches long?

6. If a man can make 20 buttons in a minute, how many days of 10 hours each will he be in making 2844000 buttons?

7. If I buy 80 turkeys at the rate of 5 for \$4, and sell them at the rate of 8 for \$9, how much do I gain?

8. Divide (75890134263—89649327) by the sum of 47, 36, 823, 64, 439, 88, 75, 751, 157, 98, 899, 75, 946, 437, 258, 346, 218, 516, 432, 814.

9. There are 67,440 acres in Elma and 45,880 in Blanshard, how many square miles in the two townships together?

10. Multiply 172,814,412 and 978,613,245 together by three lines of partial products, or any way you like.

Value 100. Any eight correct solutions will be considered a full paper.

*Entrance to Fourth Class.*

GEOGRAPHY AND HISTORY.

1. Name in order the Continents and Oceans, lying respectively to the north, east, south and west of the Atlantic.

2. In what waters are the following islands: Manitoulin, St. Joseph, Walpole, Grand Island, Orleans and Amherst?

3. Describe the course of the largest river in South America.

4. Name the Capes along the east coast of America, beginning at Cape Horn. No mark will be given unless you name them in the order required.

5. What general direction would a ship take in sailing from California to Madagascar?

6. What and where are Vancouver, Belle Isle, Lima, Assiniboine, Chaleur, Wotchish, Trent, La Plata, Alleghany?

7. Draw a small map of New Brunswick, shewing its boundaries, rivers and towns.

8. What parts of America were explored

by Columbus, Cabot, Cartier, and Champlain?

9. What language is spoken in Ontario? What language would you hear spoken along the south bank of the St. Lawrence? Explain fully how this difference came about.

10. Why do we celebrate Dominion day?

11. Where is Brock's Monument, and why was it erected? Give a detailed answer in order to deserve a full mark.

#### DICTIONARY.

N.B.—Writing will be judged from this paper. Slates not to be used.

1. I had no watch, | and was therefore compelled | to guess the hour, | by which means alone | I could determine my position | by the sun, | as it was impossible | to obtain a sight | of the sun's disc.

2. The language of this nation | seems very harsh | and unintelligible | to a foreigner.

3. Again the gallant boatswain | volunteered to make an effort | to save his comrades.

4. It spoke as articulately | as a parrot.

5. My scanty stock of biscuits | was exhausted.

6. As my life was now | in imminent jeopardy, | I secured the rope | round my waist | and gave a sign | of acquiescence.

7. Promptitude, schooner, lieutenant, screech, loosely, courage, specie, suicide, sortie, sovereign, siege, garrison, seize, blaspheme, oblique, discernible, secession.

#### READING.

Third Book, page 202—"As soon as . . . bones."

#### ARITHMETIC.

1. A farmer bought 120 ac. 2 r. 24 sq. per. from one man and 76 ac. 34 sq. per. from another man, and then sold to a neighbour 56 a. 3 r. 20 sq. yds. How many acres has he remaining?

2. How many yards of cloth worth 5 shillings per yard can be bought for £40 10s. 6d.?

3. A man built 2 mi. 1 fur. 15 rds. of fence for \$76.45. How much a rod did he get?

4. Find the sum of

$$7\frac{1}{2}, 8\frac{1}{2}, 14\frac{1}{2}, 9\frac{1}{2}, \frac{3}{4}, 1\frac{1}{8}.$$

5. If \$402 be paid for 12 ac. 2 r. 10 per., how much will 1 ac. cost?

6. Bought  $2\frac{1}{2}$  of  $\frac{1}{4}$ , of 20 bush. 1 pk. 1 qt. for \$51.92 and sold 12 bush. 2 pk. 1 gal. for \$20.20. How much was gained on each bushel sold?

7. Find the value of

$$3\frac{1}{2} + \frac{1}{2} \text{ of } 2\frac{1}{2} + 8\frac{1}{8} + \frac{1}{8} - \frac{1}{8} \text{ of } 1\frac{1}{8}.$$

8. A man sold a horse for \$110 $\frac{1}{2}$  which was \$12 $\frac{1}{8}$  more than he gave for him. Allowing \$5 $\frac{1}{2}$  for his keep while he owned him, how much did he gain by the transaction?

9. If a man's income is £400 a year, how much can he spend on an average each day and still save £50 10s. 4d. in the year?

10. Find the G. C. M. of 460, 1035, 1150. Value 100. Any eight correct solutions will be considered a full paper.

#### GRAMMAR.

1. Analyze, shewing subject, attributive adjuncts of subject, and predicate, the following sentences:

At that moment, thoughts of my mother came into my mind.

With the fleetness of thought now commenced a race.

Not far from his father's house was a large pond.

Herbert's quick eye soon caught sight of him.

My right there is none to dispute.

2. Parse: On such a night the sea engulfed my father's lifeless form.

3. Change the following nouns into the plural form:

A man's fault, The child's dress.

The deer's horn, The farmer's wife.

4. State the mood, tense, number and person of the verb "give" in each of the following examples:

He gives; we have given; thou gavest; you will give; they were giving; to give.

5. Write three complete sentences each containing an adjective in the superlative degree.

—  
*Entrance to Fifth Class.*

GEOGRAPHY AND HISTORY.

1. In a voyage from Hamburg to Venice what countries, large cities, capes and mouths of rivers would be passed? Name them in order.

2. Name and explain the two motions of the earth, and give the results of each.

3. Give the boundaries of the German Empire and of Russia.

4. Name the chief towns of Switzerland and describe its climate and physical features.

5. What are the chief exports of each of the following countries: Norway and Sweden, China, South Australia and Peru?

6. Describe Oceania.

7. Define river-basin, watershed, delta, hemisphere.

8. Draw a small map of Scotland, locating thereon the bays, capes, four rivers, and the town of Edinburgh, Glasgow, Aberdeen and Stirling.

9. In whose reign did each of the following distinguished individuals live: Francis Bacon, Cardinal Wolsey, Sir Isaac Newton, Duke of Wellington, Daniel O'Connell?

10. Shew how Queen Victoria is descended from James I.

11. How did the English get possession of Hindostan?

12. Sketch the reign of Queen Elizabeth.

—  
WRITING.

N.B.—Writing will be judged from dictation paper. Slates not to be used.

DICTATION.

1. Having committed a serious crime.

2. He disseminated a most exaggerated report.

3. The descendants of the original settlers.

4. The colonists had been completely annihilated.

5. Some earnest adherents of loyalty.

6. In imitation of Portuguese navigators.

7. Whose attitudes and gestures expressed wonder and astonishment.

8. Wearing an aspect of tempting prosperity.

9. They generally lived together by twos.

10. They started in pursuit of new booty.

11. A prodigious subterranean noise.

12. He placed his musketry in ambush.

13. A traitor to his suzerain or feudal lord.

14. Napoleon's Russian campaign.

15. A breach of etiquette.

16. Some marauding excursions.

17. Consummate prudence and undaunted courage.

18. Being too much occupied with civil dissensions.

19. In the course of the thirty years' war.

20. The interests of Spain were sacrificed by the cession of Gibraltar.

21. Aborigines, auspices, requisite, jewels, inseparably, maritime, equitably, allegiance, desperation, indomitable, comparatively, acquisition, besiegers, catastrophe, manœuvre.

READING.

Fourth Book, page 184—But the other achievement. . . . from Cambria's tears.

ARITHMETIC.

1. How many lots containing 1 rood 17 perches 3 yards can be surveyed out of 100 acres of land?

2. Divide  $\frac{3\frac{1}{2}}{7\frac{1}{2}}$  of  $\frac{12-3\frac{1}{2}}{3}$  by .036 giving the quotient as a decimal.

3. Express the time which elapsed between 5 p.m. on the 3rd of January last and 11 a.m. to-day (March 25th) as a decimal of a year (365 days.)

4. If it require 4,900 yards of cloth  $1\frac{3}{4}$  yards wide to clothe 2,800 soldiers, how

many yards of cloth  $\frac{3}{4}$  yard wide will suffice for 6,000 soldiers?

5. What is the value of 5 tons 3 cwt. 17 lbs. of barley and 3 tons 1 cwt. 13 lbs. of wheat, the barley being worth 75c. per bushel, and the wheat  $1\frac{2}{3}$  times as much per bushel as the barley?

6. The water in a cistern 4 feet deep, 5 feet long and 3 feet wide weighs 3,750 pounds; a gallon of water weighs 10 pounds; how many cubic inches in a gallon?

7. What is the value 21 acres 3 roods 13 perches of land at \$67.75 per acre.

8. I gain \$2.50 by selling 5 bushels of clover seed at the rate of  $62\frac{1}{2}$  cents for 5 quarts; what did it cost me per bushel?

9. Express .75 of £16 12s. 8d. as a decimal of £14 17s. 6d.

10. *A* can do a piece of work in  $\frac{3}{8}$  of a day; *B* in  $\frac{2}{3}$  of a day, and *B* and *C* together in  $\frac{2}{3}$  of a day: in what time would *A* and *C* together do it?

Value 100. Any eight correct solutions will be considered a full paper.

#### GRAMMAR AND COMPOSITION.

1. Analyze:—*During the same period England had not been idle in the matter of taking possession of new countries and planting her sons therein.*

2. Parse the words in italics in the sentence given above for analysis. The neatness of your work will be considered in marking.

3. Vary the construction in each of the following sentences:

Many suppose that the bird still survives as a resident of those shores of East Greenland which are beyond the reach of man.

In two days from that time they were overtaken by the storm.

4. Correct and improve the following:

(a) A waggon has four wheels and they are made of wood and iron. You can get a ride in a waggon.

(b) A threshing machine is a very useful

article. The farmers could not hardly get along without them.

5. Change into prose:

"All peacefully gliding, the waters dividing,  
The indolent bateau moved slowly along,  
The rowers, light-hearted, from sorrow  
long parted,  
Beguiled the dull moments with laughter  
and song."

6. Write a short letter to a friend in the United States describing the manner in which the Promotion Examination in this County is conducted, and stating what you may have heard people say about the impartiality of the examination. Do not sign your own name to the letter.

#### Entrance to Sixth Class.

##### GEOGRAPHY.

1. Give the boundaries of the zones and their widths in miles.

2. Define meridian, aphelion, antæci, satellite, zodiac, apogee, orbit,

3. Name three large islands crossed by the equator.

4. Name all the States and Territories, with their capitals, west of the Mississippi, that have no sea coast.

5. Describe a sea voyage from Hong-Kong to London, naming all the waters through which you would pass.

6. What and where are Tahiti, Caithness, Auckland, Munich, Aleppo, Cotopaxi, Ashantee, Hawaii, Candahar, Morea, Odessa, Fort William?

7. Name and give the exact position of the largest city marked on the map of Oceania.

##### HISTORY.

1. What were the causes of the alienation of the American colonies from the British Government?

2. Name two of the principal battles of the American Revolution, and give a brief account of each.

3. Give an account of the battle of Marathon:



4. Name the principal personages and leading events of the second Punic War.

5. Give a short account of Charlemagne and his efforts.

6. Locate the following places and connect them with important events: Sobraon, Kars, Queenstown, Balaklava, Culloden.

#### GRAMMAR.

1. That our sympathy *can afford* them no consolation, *seems to be an addition* to their calamity; and *to think that all we can do is unavailing*, and that *what alleviates* all other distresses, the *regret*, the love, and the lamentations of their friends, *can yield* no comfort to them, *erves only to exasperate* our sense of their misery.

(a) Analyze fully.

(b) Parse the words in italics.

(c) Give the etymology of sympathy, calamity, alleviates, serves, comforts.

2. Correct the following and give reasons: Man rebelling against his Maker, brought him to ruin.

He said that truth was immutable.

Its being me need make no difference.

All enjoyed themselves very much, us excepted.

3. Give adjectives of a classic origin, corresponding with the following nouns: friend, ship, day, hand, year, house.

4. Parse the words in italics:

Everything that is *worth having* is *worth working for*.

5. Describe the principal changes of construction and give examples.

6. State the different circumstances under which the nominative case is found. Give examples.

#### WRITING.

N.B.—Writing will be judged from dictation paper. Slates not to be used.

#### DICTION.

1. Light is the emanation from luminous or illuminated bodies. Some philosophers

suppose it to be a subtle and extremely attenuated fluid—so fine as to have no appreciable weight; others suppose it to be merely the undulation or vibration of an ethereal medium.

2. Gorgeous, technically, phosphorescence, laboratory, imagination, benefiting, mattress, worshipper, vehemence, indispensable, ecclesiastical.

3. Independently of his great attainments, Mr. Watt was an extraordinary and wonderful man. He had infinite quickness of comprehension, a prodigious memory, and a certain rectifying and methodizing power of understanding, which extracted something precious out of all that was presented to him. His stores of miscellaneous knowledge were immense. It could not, however, have been inferred from his usual occupations that he was curiously learned in many branches of antiquity, metaphysics, medicine and etymology, and perfectly at home in all the details of architecture, music and law. Nor was it at all extraordinary to hear the great mechanician and engineer detailing and expounding the metaphysical theories of the German logicians, or criticising German poetry.

4. Parallel, mathematician, apparatus, oscillation.

#### READING.

Fifth Book, page 141—"Then it was that the great English. . . . England."

#### ARITHMETIC.

1. Bought Bank of Montreal Stock at 186. If an annual dividend of 8 per cent. is declared, what rate of interest do I receive on my investment?

2. For how much must I draw a note for 8 months on which I can raise at a bank \$4,660.50; rate of discount being 7 per cent.?

3. What nominal amount of stock in a company at  $10\frac{1}{2}$  per cent below par could be bought for \$1,342.50?

4. Dominion Government stock 5 per cent. is quoted at 107, and the City of Toronto 6 per cent. stock at 110. Which would be the

better investment, and what would be the difference in the annual income from \$2,000 invested in each?

5. A rectangular field whose length is 4 times its breadth contains 10 ac.; find its perimeter.

6. What will \$280 amount to in  $3\frac{1}{2}$  years at 7 per cent. compound interest?

7. Find the value of

$$.00185 \times .07 \div 3.024.$$

8. How many times larger is a spherical ball 4 inches in diameter, than one 3 inches in diameter?

9. If it cost £15 15s. to make a cubical cistern, open at the top, with lead, at 1s. 9d. per square foot, inside measurement, how many gallons will the cistern hold?

(The imperial gallon contains 277,274 cub. inches.)

10. If  $A$ 's income be 150 per cent. more than  $B$ 's, how much per cent. is  $B$ 's income less than  $A$ 's?

Value 100. Any eight correct solutions will be considered a full paper.

ALGEBRA AND GEOMETRY.

1. Resolve into elementary factors :

$$9x^2y^2 - 3xy - 6y^4; x^6 - 1.$$

2. Divide 64 into two such parts that  $\frac{1}{4}$  of the greater is equal to  $\frac{2}{3}$  of the less.

3. Divide  $x^6 - 2x^3 + 1$  by  $x^2 - 2x + 1$ .

4. Solve the equation :

$$\frac{x+4}{3x+5} + 1\frac{1}{2} = \frac{3x+8}{2x+3}$$

5. Give the definitions of plane angle, polygon, segment of a circle, hypotenuse, rectangle, trapezium.

6. Parallelograms on the same base and between the same parallels are equals. Prove.

7. In any right angled triangle the square which is described on the side subtending the right angle is equal to the squares described on the sides which contain the right angle. Prove.

8. Construct an isosceles triangle having the vertical angle four times each of the angles at the base.

THE *Educational Weekly* says : "The schools of the Old World are in advance of ours in many important respects. In the German, Swedish and Danish schools, not only are the subjects of natural history taught in all the schools, by systematic and intelligent methods, but large collections of typical specimens are made for the use of the teachers in their work of instruction. These collections, or small museums, belong to the larger schools, and specimens are loaned from them to teachers in every part of the country."

In Toronto we have a very fair lot of specimens at the Normal School, which we are assured by Dr. May, "is no mere collection of curiosities." We should like to know whether it has ever been anything else but an "Old Curiosity Shop" to the thousands of students who have "gone through" the

school. For years, it has been complained of by the students that little or nothing is done by them, or for them, during the first two or three weeks of their attendance, and nothing to speak of, the rest of the time (!). Why not, then, make *practical* use of the specimens which have so long been carefully placed under glass, and at least do something towards "opening the eyes of the blind," and providing work for "idle hands to do?" This is a pregnant query, and deserves the attention of the Minister. Were we privileged to act as his mentor we should whisper to him, also, that it would not be a bad plan to have the natural science objects copiously labelled. As it is, the only information vouchsafed is in the shape of a few numerals, without a corresponding catalogue, so far as we know, to which reference may be made.

## HIGH SCHOOL DEPARTMENT.

## UPPER CANADA COLLEGE.

It has been announced semi-officially that the Government intend to make radical changes in the character of Upper Canada College. What the exact nature of these changes is, has not been intimated; but we believe that it is proposed to bring it under the operation of our High School regulations. So far as this goes, it is undoubtedly a move in the right direction. But if Mr. Crooks proposes to leave the endowment intact—to virtually give the College \$27,000 a year, while the best of our Collegiate Institutes receive only a tenth of this amount—he will find out that a pressure can be brought to bear on Parliamentarians and the Press that will surprise him. The feeling over Ontario is that the College should be abolished, and the Government will soon see that in a question like this the party whip will prove useless. If Mr. Crooks intends to constitute Upper Canada College a Collegiate Institute with the large endowment it now possesses, the High School Masters of the Province should understand at once that *the Minister of Education, to whom they are justified in looking for support and consideration, proposes to maintain another Collegiate Institute in Toronto with the deliberate intention of robbing them of their pupils.* Were we possessed of the financial advantages of this famed institution, we should have no reason to fear the result; but when the mere addition to the income of a High School, of \$750, has done so much, it is easy to see how heavily handicapped we shall be in the coming race. The Province does not ask for—does not need—this institution. Its High Schools and Collegiate Institutes are able to do, and are actually doing, the work Upper Canada College is designed to do, at a cost greatly inferior to that of the College. But it is useless to argue the matter. The supporters of Upper Canada College

have not a leg to stand on. They dare not come out with the true reason for their desire to perpetuate the College—to maintain a school where a Canadian shoddy aristocratic sentiment may be systematically inculcated.

Mr. Crooks has not found his position hitherto a bed of roses. If he persists in the intention expressed in his Report, his past troubles will not be a circumstance to those to come. In a sense, we do not regret his action. It paves the way for the extinction of the College, by putting the whole case in a nut-shell. If the College does well at the approaching matriculation examination, it may gasp a while longer; if it fails then comes the deluge.

While, however, we condemn the continuation of the College system, we cannot approve of the treatment that is said to be in store for some of the Masters. Cut down the salaries, by all means. They have been ridiculously out of proportion to the value of the services rendered; but let economy and justice go hand in hand. If we are not misinformed, three of the oldest Masters are to be dismissed, because—well!—apparently because they are getting old. What an example this is for High School Boards! What a prospect this for the High School Master! At the pace we keep, we cannot hope to last more than ten or fifteen years, and then comes retirement—enforced—it may be with nothing. The system hitherto in vogue in the College has been to pension the superannuated teachers. One retired a few months ago on this condition, but Messrs. Brown, Wedd and Thompson are to be allowed merely a gratuity amounting to two years' salary. Better wipe out the College, pension the deserving Masters, and hand over the rest of the endowment to the University of Toronto. There is such a thing as vested interests, and we must say that these men are being unfairly dealt with.

LEGISLATIVE AID TO HIGH SCHOOLS.

WE are in a position to supply, for 1879, similar information to that given by the Minister for 1880 in regard to average attend-

ance. As it will be extremely useful in view of the approaching meeting, we submit it for the information of our readers so far as it relates to the Collegiate Institutes and the largest High Schools :

	AVERAGE ATTENDANCE, 1879.					AVERAGE ATTENDANCE, 1880.				
	First Half, 1879.			Second Half, 1879.		First Half, 1880.			Second Half, 1880.	
	Total.	Upper, exclusive of those passed at Midsummer.	Total Upper.	Total.	Upper.	Total.	Upper, exclusive of those passed at Midsummer.	Total Upper.	Total.	Upper.
Barrie.....	97	9	153	82	6	130	43	283	85	11
Berlin.....	71	11	201	50	4	74	22	111	40	5
Brampton.....	80	6	10	72	5	01	17	71	7	7
Bowmanville.....	68	13	22	51	12	81	12	23	53	13
Brantford.....	253	52	80	171	40	229	34	70	149	30
Chatham.....	84	8	61	61	3	102	12	70	70	3
Clinton.....	75	13	19	57	4	85	5	20	56	7
Cobourg.....	95	17	26	74	9	102	10	35	100	14
Collingwood.....	188	21	41	111	15	187	17	57	92	16
Elora.....	62	7	15	36	1	56	2	13	42	6
Fergus.....	61	8	22	40	7	57	3	12	53	4
Galt.....	110	20	23	81	9	21	9	11	76	4
Goderich.....	109	8	17	92	7	126	5	17	95	5
Guelph.....	125	6	12	104	5	135	4	18	97	9
Hamilton.....	385	60	81	338	46	418	49	76	354	41
Kingston.....	103	9	90	3	111	1	1	10	90	6
Lindsay.....	68	4	41	51	1	99	5	18	97	1
London.....	208	12	25	155	5	221	6	24	177	11
Newmarket.....	53	9	11	39	2	73	1	4	40	2
Oshawa.....	79	11	20	62	7	55	7	14	52	2
Ottawa.....	130	16	22	107	10	123	5	21	91	9
Owen Sound.....	138	13	24	119	9	162	4	24	102	6
Perth.....	148	6	16	121	9	145	4	22	110	15
Peterboro.....	133	12	18	107	9	141	10	35	114	19
Port Hope.....	99	7	12	87	4	99	3	14	95	8
Port Perry.....	91	16	31	60	8	91	7	25	62	8
Strathroy.....	114	11	26	84	4	100	2	24	75	6
St. Catharines.....	184	28	53	174	3	271	43	90	226	60
St. Mary's.....	165	21	35	140	18	180	18	39	140	17
St. Thomas.....	167	10	19	155	9	181	8	26	138	9
Toronto.....	219	33	43	210	21	238	23	63	219	38
Uxbridge.....	64	10	14	50	6	79	6	18	63	9
Waterdown.....	79	9	22	57	8	87	5	21	55	6
Whitby.....	92	11	14	96	10	127	8	18	128	9
Woodstock.....	93	5	10	70	3	73	3	8	54	5

HIGH SCHOOL SECTION.

THE following will be the Programme for the High School Section next August :—

*First day.*—Discussion of Report of Executive Committee on Mr. Crooks's Memorandum.

*Second day.*—Discussion of Report of Committee on the Collegiate Institute question.

Owing to recent events, of which all Head Masters are by this time fully aware, it is evidently the duty of every High School Master to be present next August.

We hope to have a good meeting and a thorough discussion of the important matters which have been submitted. Arrangements will be made for a larger assembly-room than has hitherto been at our disposal.

UNIVERSITY OF TORONTO,  
ANNUAL EXAMINATIONS, 1881.

First Examination, or Senior Matriculation,  
Arts, and Matriculation in Law.

ENGLISH LANGUAGE AND LITERATURE.

Examiners:—Fred. E. Seymour, M.A.,  
E. B. Brown, B.A.

1. Give some account of the rise of the English language.
2. Write notes on (i.) the Morphology of the Adjective and (ii.) the Formation of Compounds.
3. Sketch after Earle the more important Interjections, noting the division he makes in this class of words.
4. Discuss the power of sound as an "illustrative," and as a "formative" agency.
5. Define and illustrate *simile*, *autonomasia*, *metonymy*, *synecdoche*, *hyperbole*, *irony*.
6. Shew what is meant by "the harmony of sound and sense," and examine the extent to which it is attainable.
7. Give the sub-divisions of that class of poetry called Lyric, and refer to examples of each kind.
8. Explain the structure of *Ottava-rima*, Rhyme Royal, and the Spenserian stanza.
9. Trace the origin of the regular drama.
10. Sketch the literary history of Christopher Marlowe, John Lyly, William Warner, and Sir Philip Sidney.
11. Give a complete list of Shakspeare's plays.

First Year.

ENGLISH—HONORS.

Examiners:—Fred. E. Seymour, M.A.,  
E. B. Brown, B.A.

1. Explain and illustrate the "Law of Metaphor" and the "Law of Deterioration" in their effect upon the meanings of words.
2. Describe fully the qualities and peculiarities which characterize the Diction of Poetry, and shew what is requisite and what

should be avoided in the different Poetic Styles.

3. Distinguish between Rythm and Metre; and note how style is affected by the position of the Cæsura in the English Iambic Pentameter line.

4. Describe the structure of the Sonnet, and note the variations of form allowed in it.

5. Note the *use* and *limit* of Fiction and History in imaginative literature.

6. Explain *tautology*, *redundancy*, *circumlocution*: shew when they are admissible.

7. Explain the way in which a motion may be defined and a principle expounded.

8. Note the influence of Wycliffe upon the English language and point out some of the peculiarities of Hereford's translation of portions of the Old Testament.

9. Compare Langlande and Chaucer with reference to style, matter, and vocabulary. Why does Marsh call one of them the "Pepin" and the other the "Charlemagne" of the new intellectual dynasty of England?

10. Describe the state of the English language at the time of Chaucer's birth, and trace the causes of the revolution it underwent shortly afterwards.

11. Give an account of the following works and their authors:

- (a) The Confessio Amantis;
- (b) The Art of Government;
- (c) The Siege of Thebes;
- (d) The Morte D'Arthur.

WRITTEN EXAMINATIONS—BOSTON GRAMMAR SCHOOLS.

THE following are the diploma questions in Geography given by the supervisors, January 28th, 1881, to the boys and girls of the first classes in the Boston grammar schools who are candidates for graduation next June. The examination in the other studies will occur later in the year.

GEOGRAPHY: PART I.

[From 9.15 to 10.30 A.M.]

1. (a) Arrange the following topics in

their natural order, for the study of any country:—Climate, Surface, Outline, Position on the Globe, Animals, Inhabitants, Cities, Political Divisions, Minerals, Commerce, Industries, Striking Natural Scenery, Vegetation, Important Historical Associations. (b) Why is your arrangement a natural one? (c) What is included in the study of the *surface* of a country? (d) In the study of its *inhabitants*?

2. (a) Where do people live who had a vertical sun the 21st of December? (b) What part of the earth was lighted by the sun on that date? (c) Compare the length of day and night in the different zones on that date.

3. (a) Where do the people live who have a "midnight sun" on the 21st of June? (b) How does the sun seem to move through their sky on that day?

4. (a) What part of the earth has more day-time than night-time on the 21st June? (b) When are the days and nights equal over the whole earth? (c) Why?

5. (a) When it is time for your recess, what will be time by the clocks in London? (b) Which would be the longer—a journey of five degrees west from Boston, or five degrees north? (c) Explain the last two answers if you have time.

#### GEOGRAPHY: PART II.

[From 10.50 A.M. to 12 M.]

6. (a) Sketch a map of Asia—indicating (b) the principal mountain systems; (c) the course of the large rivers that rise in them; (d) the situation of four important seaports; and of (e) two inland cities or town. Write

upon the map the names of these cities, rivers, and mountain systems.

*One of the three following:*

7. (a) What are the natural advantages of one of the seaports indicated on your map? (b) Give the probable cargo and route of a vessel sailing from one of them for Boston. (c) State the importance of the inland cities or towns indicated on your map.

7. (a) Which of the countries of Asia are under foreign government? (b) Write whatever you can of the present condition of one of them.

7. Write of the changes and the progress in Japan within the last fifteen years.

*Either of the two following:*

8. Draw a section line (profile) from San Francisco to Boston, and write upon it the names of the different physical regions which it shews, and the words 'agricultural,' 'barren,' 'manufacturing,' 'mining,' where they belong.

8. Mention and describe the different physical regions which a traveller would cross in journeying from Boston to San Francisco.

*Either of the two following:*

9. (a) What animals belong specially to tropical South America? (b) To tropical Africa? (c) To Australia? (d) What vegetation and animals are common to British America, Alaska, and Siberia?

9. Describe the country along the banks of the following rivers: Nile, Venesei, Rhine, Amazon, Mississippi, Merrimac.

THE present examination craze is producing queer effects. Even the advocates of written examinations admit that their results are only an approximate statement of a teacher's ability and success, and yet, as Masters know, they are taken as THE criterion.

As matters now stand, the High School Master who does not deliberately coach his

pupils for their examinations, study the peculiarities of the examiners, get up old examination papers, and train for the examinations and the examinations alone, may be an honest man, but he is a Quixotic fool so far as his temporal interests are concerned.

Put in this way there is something detestable in the sentiment, but it does good sometimes to look a matter squarely in the face.

## CONTRIBUTORS' DEPARTMENT.

THE PRINCIPALSHIP OF THE  
BRANTFORD BLIND ASYLUM.

*To the Editor of the C. E. Monthly:*

Sir,—Webster, the great American orator and lawyer, once said with reference to the large number of mediocre men to be found in the profession of law, "There is room enough above, but they are terribly crowded down below." Now the very remark concedes that in that profession there is an "above" which legal men can aspire to and reach. Can it be said that there is any "above" to which the teachers of this Province can aspire? Many deny this, and say that there are no prizes in the teaching profession to lure a teacher on to reach the highest attainable excellence. It is true that the industrious and successful public school teacher may step from that position to a public school inspectorship or a mastership in a High School. But what prizes are open to the Masters of High Schools? We answer, very few; almost none compared with the number that are within the reach of successful men of other professions and callings. The clever and successful lawyer, besides large and increasing fees in his practice, may hope without fail to become county attorney, county court judge, vice-chancellor, one of the judges of the higher courts, chief justice, etc.;—the able and eloquent clergyman may aspire to be canon, dean, bishop, college professor, and if a popular preacher may dictate the terms on which he will consent to fill a metropolitan pulpit;—the gifted and distinguished medical man may reap in the guineas as consultation fees so far that he can afford to disregard the behests of even royalty itself; the astute and shrewd man of business may make himself opulent by numerous openings and die a millionaire. I have yet to be convinced

that the abilities, talents, energy, and education—the qualities of mind, head, and hand necessary to make a successful master of a large Public School, are of an order inferior to those which bring distinction and opulence to their owners, when devoted to the callings mentioned above. On the contrary, I am satisfied that these qualifications would have insured success and wealth, if they had been directed to any other calling, and yet, who ever heard of a teacher becoming rich or dying a millionaire?

It is no uncommon thing for us Head Masters to hear of a former pupil of twelve or ten years ago, or even less, who has gone into law, or medicine, a scientific or business life, making his \$1,500, \$1,800, \$2,000, and more a year, while we who gave them their start, go on plodding year after year for a paltry \$1,000 or \$1,200, which is moreover often begrudged us by the portion of the community for whom we work.

The topmost height to which a High School Master, whose career has been attended with marked success, can hope to attain is limited to the three High School inspectorships and the principalship of the three or four public institutions of a semi-educational character under the immediate care of the Government. I allude of course to the Agricultural College at Guelph, the Asylum for the Blind at Brantford, the Deaf and Dumb Asylum at Belleville, and the Reformatory at Penetanguishene.

I contend that the principalships of these Government institutions are, and ought to be, prizes to which High School Masters may reasonably aspire; for by adopting the profession of teaching they devote themselves to the service of the country, and thereby sacrifice, as I have shewn, their future prospects of advancement and gain. By the

appointment of Mr. Hunter, a High School Master, to Brantford, some years ago, and of Mr. Mills, another High School Master, more recently, to Guelph, the Ontario Government conceded the principle and acknowledged our claim.

The profession fairly expected, then, that when the vacancy occurred lately in the Asylum for the Blind at Brantford some prominent and successful Master of a Collegiate Institute or High School would be selected to fill it; and they had reason to expect this the more because the Minister of Education—the champion of teachers' interests—was also a Minister of the Government with which the appointment lay. But the Government in this instance, for reasons best known to itself, has departed from this commendable course, and has made the position a reward for political services. I am not saying a word against the recipient, whom I do not know; I am only protesting against the principle of making the educational institutions of our country subordinate or subservient in any shape or form to party exigencies. My contention is that when a prize of this kind falls out, the best and fittest man should win it without any reference to politics, and that this best and fittest man is most likely to be found in the ranks of High School Masters, for the reason that their literary attainments are guaranteed by the University degree they must have; their calling renders them acquainted with the various idiosyncracies of youth and eminently fitted to deal with them; and their life work brings them into close and earnest sympathy with Education in every phase, particularly with the education of that unfortunate class whose only usefulness and enjoyment of life depend on the educational efforts put forth in their behalf.

The profession are not alone in thinking that the Government should have given the principalship of the Blind Asylum at Brantford to some High School Head Master and not to a political servant.

What private *cause*, they had, alas, I know not, that made them do it; they are wise and honourable, and will no doubt with reasons answer you.

Hoping that these sentiments will meet with your approval and advocacy,

I remain, yours very truly,

A. PURSLOW.

HIGH SCHOOL, PORT HOPE,  
May 30th, 1881.

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## THE REPORT OF THE MINISTER OF EDUCATION FOR 1879.

WE give insertion to the following letter from the Education Department with the comments of the Reviewer of the Minister's Report thereon.—ED. C. E. M.

*To the Editor of the C. E. Monthly:*

SIR,—In criticising the Report of the Minister of Education for 1879, in the April number of the CANADA EDUCATIONAL MONTHLY you make a curious blunder. You state that the average salaries, multiplied by the total number of teachers (Table D), should equal the total amount paid to them during the year, as given in Table A. Why should they? The figures reported in Table A contain only moneys paid between the 1st of January and the 31st of December, generally, including salaries of the current year, and arrears of previous years, omitting however balances due but not paid on 31st of December; while Table D shews simply the average salaries at which teachers are engaged, and has nothing to say to payments. One instance will suffice in explanation. Suppose a teacher to be employed at a salary of \$500 per annum, and the school kept open but six months: in this case his salary would be reported in Table D as at the rate of \$500 per annum and in Table A only \$250 would appear as having been paid to him. The product therefore obtained through the multiplication of average salaries by number of teachers, does not, and ought not, to tally with the sums paid to teachers during the year. It is singular that a critic so keen as the Editor of the EDUCATIONAL MONTHLY should have fallen into such an error, and still more strange that he should, on such an illusory



basis, accuse the Department of Education of "cooking the Returns."

I remain, Sir,

Your obedient servant,

FRANCIS J. TAYLOR,  
*Chief Clerk, Education Department.*

EDUCATION OFFICE,  
18th May, 1881.

Mr. Taylor's explanation of the discrepancy between the amount obtained by multiplying the average salary by the total number of teachers, and that of the actual payments, is not so satisfactory as we would like to see it. As the arrears due at the end of the year would largely counterbalance the payments of arrears for the previous year, we may fairly omit any consideration of this item.

There is, then, a discrepancy of \$90,584 to be accounted for by the fact that some schools are kept open, say for only six months. If the Teacher's salary in each of these was \$500, the actual payment to him was only \$250, and while he would be reported as having \$500 in the table of average salaries, he would appear in the statement of actual payments as getting only \$250. The remaining \$250 therefore would go to account for

the above discrepancy. Now, 90,584 divided by 250 gives 362 as the number of schools in the Province that in 1879 were kept open only half the year. But, if we take, not \$500, but \$314, which was the average salary for the Province and which is therefore a fairer estimate, we find by dividing the half of it, or 157, into 90,584, that 577 schools, or about eleven per cent. of all those in the country, were closed for half the year. This seems a large number. Doubtless, however, there are other disturbing influences to account for the discrepancy which Mr. Taylor has not named. We are glad that he is able even thus far to justify his figures, and we shall be still more glad if he can explain the other errors we pointed out, such as that of the average attendance in certain districts.

We can assure Mr. Taylor that we have a high appreciation of the labour he expends in preparing these tables for the Minister, and it must surely be some satisfaction to himself to note that one critic at least is not content to dish them up as he finds them, but tries with considerable labour to make an intelligent analysis of them for the information of the readers of the EDUCATIONAL MONTHLY.

THE average salary of rural schoolmasters in England and Wales is £118 14s. 3d., and of schoolmistresses, £71 2s. 2d. Out of 14,651 mistresses upwards of 5,000 are provided with furnished houses, and out of 11,595 masters a still larger number are similarly accommodated.

If rural school trustees in Ontario could only see far enough ahead to provide a cottage and garden for their teachers, convenient to the school, an immense stride would be made towards the improvement of our educational status. At present, the teacher has too often to put up with some rickety old dwelling that a farmer has forsaken years ago for

a new brick or stone mansion. Sometimes, indeed, no house can be found at all. There is thus hardly any inducement for a man to remain in the profession after he is married. We have heard of teachers having to walk two and even three miles to and from school daily, owing to the want of a habitable residence at a less distance. In such instances, what need trustees expect but change, change, change? The law distinctly provides for the building of teachers' residences, precisely as it does for school-houses, and nothing but short-sightedness has prevented their erection in the past, as we are sorely afraid it will continue to do for a long time to come.

## CONTEMPORARY OPINION ON EDUCATIONAL TOPICS.

HARVARD UNIVERSITY LECTURES  
ON PEDAGOGY.

WE take the following from a report in the *New England Journal of Education* of Professor G. S. Hall's lectures on Pedagogy recently delivered at Harvard University:—

The great change which has been brought about in the modern systems of education has resulted from a better understanding of the nervous system. Formerly it was thought that the nervous system as related to the mind was that of passivity and receptiveness, but now it is seen that it is to the activity of the nervous system that the effects of the educative processes are due. The ideal system of marks and punishments which ought to be constantly in view, however we may fall short of attaining it, is to have them conformable to those rewards and those adverse or retributive influences which the pupil will inevitably encounter when he engages in the affairs of life. Thus the incidental service derivable from them in school administration would be attended by an abiding service to the pupil in the way of discipline for the contingencies of his future career. We are to remember that pedagogy is a large subject, larger than didactics, and the aim must be to teach the pupil how to take care of himself. Too many people have made the great mistake of looking at culture as an object of itself, and it has been thought that if the mind were crammed with knowledge the ends of education were attained. There are examples of not a few minds stored with multifarious knowledge, but which have been unable to react upon that knowledge and usefully apply it, and thus their possessors have disappeared from the stage of life leaving the world no better than they found it.

Moral suasion is a modern idea, and the lecturer said that he was not an unqualified believer in the theory. Corporal punishment is sometimes salutary and necessary. The modern effeminacy which would drive the rod from the school, savours too much of sentimentalism, born of idleness and luxury. Suffering is inevitable in this world, and it is wrong to foster in a child's mind a false idea of immunity therefrom. Punishment, although intended to be degrading, is at times salutary. There has been too much nonsense about this question; it has set the

theorists against the practical teachers, and surely the opinions of the latter class are entitled to much consideration. If this effeminate idea of abandoning corporal punishment were followed out, a child would never become educated; the treatment would be unheroic, and the child must learn that he has burdens to bear in common with the rest of mankind. Boys naturally object to regularity in work, and to bring them up to the reality of the situation, the machine must be employed. Everything that is regular is tiresome to the child-mind, but none the less it is good for him punishment should not be excessive, and should be held as a reserve power. In the public schools there is very little room for individuality, and a teacher cannot consult the whims of every pupil; the attempt would be hopeless. All must fall into line some time in life, and if the lesson is learned in youth so much the better; individuality must end at home with the parents, who have the time and patience to consult and gratify whims.

Knowledge is a medicine, and, like the alphabet, no child ever cares for it; school-life is not all fun, and it cannot be made so by the adoption of any theories. Some of the elements of discipline needed in a school-room are, personality of a teacher and good success. The eye and ear must be all right so as to see and hear everything going on in the school-room. The tones of the voice are very potent in dealing with children. Correct English must always be used by the teacher, and his health must be good. Special rules have to be made, and they must be kept, otherwise discipline fails; they must be definite, explicit, and apprehensible, otherwise they cannot be enforced. The road to self-control is by way of wholesome repression and restraint. Methods of punishment must be varied according to the nature of the offender and the character of the offence. When other remedies have failed flogging must be resorted to. When a scholar, perhaps petted and spoiled at home, commits some flagrant vicious misdemeanour, flogging is necessary; there is no other way to reach the case. The real object of discipline is to secure a reaction of the pupil's conscience after the commission of an error, and it should ever be remembered that the voice of conscience is like the music of the spheres, a something unseen, but not unfelt. It is on this that the teacher must work, and he must be the judge of the methods to be employed.

## TEACHERS' ASSOCIATIONS.

## CHRONICLE OF THE MONTH.

NORTHUMBERLAND.—The semi-annual meeting of the teachers of this county was held at Colborne on the 12th and 13th May. The chair was occupied by the President, D. C. McHenry, M.A., Principal of Cobourg Collegiate Institute. The following subjects were discussed: "Book-keeping," introduced by W. J. Black; "Spelling," by J. T. Slater; "Relation of Teachers to Parents," by E. J. Flewelling; "Relative Importance of Mathematics," by S. A. Dixon; "School Legislation and Regulations," by D. C. McHenry, M.A.; "Algebra," by W. S. Ellis, B.Sc.; "Morals and Manners," by G. Dowler; "Question Drawer," by G. K. Knight, B.A., R. K. Orr, B.A., and W. E. Sprague, H.M. Model School.

The discussions were vigorous and unusually interesting, and elicited much valuable information. The thorough manner in which the leaders of the various subjects executed their part of the programme, was very commendable and conduced largely to the success of the meeting.

On Friday afternoon, the vexed question of Superannuation was brought up. After an animated discussion, the Association decided to take no definite action in the matter until its next meeting, in October.

A peculiar case of school discipline was then brought before the meeting: A pupil in the township of Haldimand had been detained from school for two days by his parents; on being sent to the school on the afternoon of the second day to secure the lessons for the day following, he arrived as school was being dismissed, and while in the room, committed an offence for which the teacher administered mild corporal punishment. For this he (the teacher) was summoned before a magistrate and fined, on the ground

that the boy was *not a pupil* of the school when the offence was committed. A resolution was unanimously adopted by the Association expressing sympathy for the teacher, condemning the action of the parent and the decision of the magistrate, and promising aid, if required, to appeal the case.

ONTARIO TEACHERS' CONVENTION.—The Ontario Teachers' Convention met at Cannington on May 27th and 28th. It was attended by about seventy teachers mostly from the northern part of the county. Port Perry and Uxbridge High Schools, and the Whitby Collegiate Institute were pretty well represented. The President, Jas. McBrien, I.P.S., presided. The following is the programme:—

"Composition in Public Schools," D. Jennings, Uxbridge; "Physiology," Miss M. J. Bates, Prince Albert; "Reading," J. L. Margach, Duffin's Creek; "Applied Geometry," J. J. Magee, B.A., Uxbridge; Lecture on "The Teacher's Influence," Rev. E. Cockburn, M.A., Uxbridge; "Mental Arithmetic," J. Brown, Whitby; "School Discipline," D. McBride, B.A., Port Perry; discussion on the Superannuation Fund, and general business; "Stocks," J. W. L'Amoreaux, Whitevale; "Human Physiology," Miss M. J. Bates, Prince Albert; "A Paper on Reading," J. L. Margach, Duffin's Creek.

The Convention had the pleasure of receiving an address of welcome presented by the Public School Board of Cannington, to which a suitable reply was made by Mr. Jas. McBrien, President, and Mr. Jas. Brown, Model School, Whitby, Vice-President. The Convention had under discussion the Super-

annuated Teachers' Fund, which was entered into with as much ability and zeal as if the discussion had taken place in the legislative halls of the country, the result being a scheme for the distribution of the surplus grant now in the Provincial Treasury. The evening lecture was given by the Rev. E. Cockburn, M.A., Uxbridge, the subject being "The Teacher's Influence;" it was a masterly effort and was frequently applauded during its delivery.

#### EAST KENT TEACHERS' ASSOCIATION.—

The Teachers of East Kent held their semi-annual meeting at Ridgetown on Friday and Saturday, May 27th and 28th. The President, Mr. E. Masales, occupied the chair.

The meeting was opened by a discussion on the "Half Time System" as applied to the daily work of the school room. This drew forth expressions from many teachers, and all seemed to regard it as a step in the right direction, especially so in the case of

junior pupils. No resolutions were passed, but it is quite probable that the subject will be again introduced at some future meeting, when more decided action will be taken. An essay on the "Physiology of the Respiratory Organs" by W. H. Carleton, was well received. The essay was well written and shewed a complete knowledge of the subject.

The ventilation, heating, cleaning, etc. of the school-room were well discussed in the "Hygiene of the School-room" by E. B. Harrison, I.P.S. J. E. Pickard gave some admirable methods of presenting Grammar to junior pupils.

On Saturday E. B. Harrison, I.P.S., read a Departmental communication in regard to the relief fund. A warm discussion ensued, and the several clauses were voted upon by the Association. The election of officers was postponed until the next meeting of the Association, on the first Thursday and Friday in October.

W. S. MCBRAYNE,  
*Secretary.*

## SCIENCE DEPARTMENT.

[A series of Examination Questions upon Botany and Human Anatomy and Physiology, prepared for THE MONTHLY by Henry Montgomery, M.A., B.Sc., Lecturer on Zoology and Botany in Toronto School of Medicine.]

### BOTANY.

(Continued from page 184.)

71. Name and describe ten different forms of indefinite or centripetal inflorescence, with examples of each.

72. What is a cyme?

73. What particular kind of inflorescence occurs in the horse-chestnut? And what in the mignonette?

74. Give a detailed description of the leaf, flower and fruit of the pear.

75. Explain the terms: dichlamydeous, trimerous, introrse, torus, hexandrous, didynamous, angiosperm, aril, thalamus, and monoëcious, and give the characters used to represent the last.

76. What is the condition of the stamens in the family cruciferæ?

77. When is a plant said to be epigynous? Give examples.

78. Give names and descriptions of the more important kinds of the regular dialypetalous corolla, with an example of each.

79. Describe the flowers of the thistle, buttercup, dandelion, purple sarracenia (pitcher plant) and cypripedium (lady's slipper).

80. What positions do the leaves occupy in the bud of the fern, maple, oak, pine and violet respectively?

81. Write an account of the structure and functions of the placenta.

82. What is the relative position of the calyx and ovary in the gooseberry?

83. What do the botanical terms funiculi, perisperm, uva, pseudocarp and phragmata denote?

84. Shew that the fruits of the apple, strawberry, fig and currant are pseudocarps.

85. Define metastasis and æstivation.

86. Minutely describe the flower and fruit of the Umbelliferae.

87. Distinguish the following: silique, legume, follicle, achene, caryopsis, pome, utricle and pepo.

88. Describe, and explain the origin of the various parts of the fruit of the peach.

89. Enumerate, and draw vertical sections of four sorts of ovules.

90. Give a detailed account of the reproductive process in the Filices (ferns) and Algæ (sea-weeds) respectively.

91. Classify the Leguminosæ.

92. Mention the chief structural characteristics of (1) the Liliaceæ and (2) Gramineæ.

93. Name some useful members of the family Rubiaceæ.

94. Give some Canadian representatives of the Rosaceæ.

95. State the genus, order and geographical distribution of those plants from which the following substances are obtained: asafetida, black catechu, quinine, tapioca, stramonium, logwood, aconite, senna, sago, caoutchouc, indigo, madder, india rubber, croton oil, podopyllin, cotton and vegetable ivory.

### PHYSIOLOGY.

(Continued from page 184.)

66. What are the Haversian canals?

67. Classify the bones of the body, and mention an example of each kind.

68. Enumerate and describe the various kinds of articulations in the human body.

69. Give an account of cartilage and its uses.

70. Point out the uses of fat.

71. Give the structure of a nerve fibre, and of the fibre of a voluntary muscle.

72. What difference in function between gray and white nervous matter?

73. Write a thesis upon the sympathetic nervous system.

74. Give the great divisions of the brain.

75. Describe the medulla oblongata, and state its known functions.

76. Describe the cerebellum, and state its chief function.

77. Tell what you know of the functions of the spinal cord.

78. How many pairs of nerves spring from the spinal cord?

79. Represent by diagram (1) the superior surface, and (2) the inferior surface of the human brain.

80. Why is it that if a lesion occur in the right side of the brain, paralysis will ensue in the left side of the body?

81. Distinguish between animal and vegetative functions.

82. Describe the optic nerves.

83. Give an outline sketch of the anatomy and physiology of the human eye.

84. What are meant by presbyopia and myopia respectively?

85. Describe the labyrinth or internal ear in detail.

86. If the tympanic membrane through disease or injury become functionless, how may sound be conveyed to the brain?

87. Name and describe the four bones of the ear (ossicula auditus).

88. What is the natural function of the eustachian tube?

89. Give the nervous supply of the lungs, heart and tongue respectively.

90. What are the Pacinian bodies?

91. What are the Malpighian bodies?

92. Distinguish between the ileum and the ilium.

93. Describe the first and second cervical vertebrae.

94. Give a description and explanation of the sounds of the heart.

## CONTEMPORARY LITERATURE.

CICERO PRO ARCHIA, with English Notes, critical and explanatory, by A. L. Parker, B.A., Collingwood. Toronto: The Canada Publishing Company.

MR. PARKER'S little volume contains many of the defects of recent school publications. The editor has the proper idea as to what the character of the notes should be, but in them, as well as elsewhere in the book, there is too much evidence of hasty compilation. Some of the specimen translations are hardly up to the mark, e.g., §1, *inde—repetens* "recalling (to mind) right on from thence," and §30, *in memoriã sempiternã*, "for the everlasting memorial." We need hardly remind the editor that every exercise in translation should be an exercise in English composition and that no expression should be tolerated that does not hit the exact meaning of the original. Occasionally, too, we fear that the meaning will not be very clear to the ordinary schoolboy. To illustrate, on p. 36 we are told in regard to *an vero*, that this form is made use of when, in order to prove something, we seek to draw attention to the agreement or difference, compatibility or incompatibility, of two propositions, and the combined propositions are either expressed interrogatively (rarely in the negative), or attached to the leading proposition which points to the combination of the two as perverse or absurd. Surely this could have been expressed more simply. Further, in the interest of the rising generation of English writers we object to such an expression as (p. 30): "When the context makes it quite clear as to what is meant," and we fear that the bald statement on p. 26, that *consules* are "those who leap or dance together" will not give the youthful mind a proper idea of the dignity of the consular office. The editor should have explained his meaning more fully and have added the other and, we think,

more plausible derivation. The vocabulary is, generally speaking, excellent, though in some instances derivatives are omitted, about the correctness of which there is now little doubt. For instance, the editor gives *calamus* as the origin of *calamitas* thus ignoring *cadamitas* from the root CAD; and he omits altogether to derive *bonus*. The Sanscrit congener of the Latin word is no doubt of interest to the advanced student, and sometimes even in school classes it may be necessary to refer to it, to trace the etymology of a classical word; but no good educational purpose can be served by frequent reference to the Sanscrit in a book like the one before us, particularly when the Latin and Greek roots themselves elucidate the etymology. Does anyone suppose that the average unimaginative student will feel his mental pulse beat any faster when he finds "*orno* [Sanc. *chush*, 'to adorn'] or "*sono* [akin to Sanc. *svan* 'to make a noise']"? In the case of the latter at any rate, it is possible to gratify the philological craving without laying India under contribution. Let us avoid the very appearance of pedantry. We observe also that Mr. Parker has adopted two different modes of derivation. We have the philological roots occasionally given, but oftener the roots with formative elements. It would be better, as Mr. Connor has done in his *Etymology*, to give always the crude root. This we admit is by no means general even in good dictionaries, but the tendency is in this direction, and we should like to see carried out uniformly what is the only true scientific mode. But it is with the Introduction (pp. iii.-viii.) that we have most fault to find. A more heterogeneous assortment of sentences and clauses we have seldom seen. A schoolboy might give them a place in his note-book, but the editor of a classical work should try to write decent English, to make his *he's* just

a little less prominent, and to have at any rate one principal verb in each sentence. No doubt the introduction is intended to be little more than a series of notes, but there should be method even in note-making. Whatever is worth doing at all is worth doing well. We do not feel sure, either, that the editor has made his meaning very clear in the following estimate of Cicero's character:—"With all this he was the greatest of Roman orators, an authority on Grammar, and an advocate of a pure morality, which he borrowed from Plato and the Academic School. He lived and died in faith. He has made converts to the belief in virtue, and had disciples in the wisdom of love." We should like to see the school-boy who can make out what is meant by Cicero's living and dying in faith, and having disciples in the wisdom of love. Although, too, it is a fact, it would have been as well to leave out the phrase "an authority on Grammar." In its present position it reminds us strongly of the epitaph in which the dear departed was handed down to posterity: "as a devoted, husband, an honest man, and a first-rate shot."

SCHILLER'S BALLADS, with notes by A. Müller, Master of Modern Languages, Berlin High School. Toronto: The Canada Publishing Company.

THIS little work contains four of Schiller's finest ballads, and the notes have been prepared with a view to assisting candidates for the Intermediate, or for Junior Matriculation at Toronto University. The notes are good and practical, exactly such notes as a painstaking teacher would give his pupils. We wish, however, that the author had given fuller explanations and translations of some of the more difficult passages. For example, many students find difficulty in construing and translating the last four lines of "*Der Gang nach dem Eisenhammer*." The editor partially explains one line, but his notes would be of more assistance if he supplied a subject for *trat* and shewed how *strent* is connected with the words preceding. In such cases, it would be well to arrange the German words in the prose order. Again, in such a passage as lines 114-121; or lines 144-153 of "*Die Kraniche des Ibycus*," it would have been better, if the editor, instead of giving the literal translation of a few

single words and phrases, had given a rendering of the whole passage, conveying the poetic meaning of the original. The work, on the whole, is an excellent one, and, for what he has done, Mr. Müller deserves, and we do not doubt, will receive, the thanks of every student as well as of every teacher of German in the Province.

WORDSWORTH, by F. W. H. Myers. English Men of Letters Series, edited by John Morley. New York: Harper & Brothers; Toronto: James Campbell & Son.

THAT there is anything very new to be said, either about the life or the writings of Wordsworth, is hardly to be expected. Some unpublished letters and traditionary reminiscences have been placed at Mr. Myers' disposal, which, without throwing any startling light upon the incidents of the poet's life, may be welcomed as perhaps the last gleanings of fact which biographers can expect to rake together. For new light upon Wordsworth's poetry we must wait until poetic thought has moved on to some further vantage ground;—all that can be advantageously said from the stand-point of appreciative discipleship having been already given to the world. Mr. Myers naturally, therefore, disclaims any pretensions to novelty in the views he has taken of the inner spirit and true scope of Wordsworth's genius; the views he propounds have, no doubt, been come to independently, but the result does not lead him to obtrude "upon the public any merely fanciful estimate in which better accredited judges would refuse to concur."

Within the limits thus prescribed, Mr. Myers has shewn great skill and appreciation. He is a poet himself, and he deals with that aspect of Wordsworth's life in a congenial spirit, while the whole work is written in that good prose which poets not unfrequently write when they escape being too flowery and rhetorical. We have no fault to find with his biographical sketch, unless it be that at p. 83, he follows the modern practice of sneering at De Quincey, although he certainly does not go so far in that direction as does Carlyle in his lately published "*Reminiscences*." We would select the 7th chapter on the "*Happy Warrior*," as perhaps containing the best passages in the book.

## EDITORIAL NOTES.

CAMBRIDGE LECTURES ON  
TEACHING.

MR. FITCH, whose recent volume of Lectures on Teaching, delivered at the University of Cambridge, England, is perhaps the most serviceable contribution to the literature of pedagogy we have hitherto met with, makes the remark that "the best work in the world is not done by criticism, but by enthusiasm." The saying is true, and especially of teaching, though the familiar Biblical reference to "zeal without knowledge" may well be kept in mind in any apotheosis of enthusiasm. Mr. Fitch, himself, however, takes care not to sacrifice the results of his work at the shrine of the mere enthusiast. Criticism, he knows, has its functions; and no really good work is done that will not bear its scrutiny. At the same time there can be little doubt that without earnestness and real love for the work, the instructor of youth will fail of reaping that harvest which is the reward of enthusiasm and fervent labour. In the volume before us this truth finds apt illustration in another remark of our author, in reference to the qualifications of the educator, and the difficulty of imparting methods of teaching which shall be effective as instruments in training the young. Mr. Fitch says, that "the best part of a teacher's equipment is incommunicable in the form of pedagogic lectures." What *can* be communicated, and made interesting as well as instructive, in the science and art of education, beyond, we would almost say, any other manual familiar to us, we have in the present volume. The book covers a wide field and touches upon almost every subject connected with practical elementary education. It is attractively written, and is throughout sensi-

ble, lucid, and free from that bane of modern educational writers, the affectation to present the subject in stiff philosophic phrase, and beset with a haze of psychological mysticism, which wearies and repels nine-tenths of those to whom it is addressed. Mr. Fitch writes, moreover, from an ample experience and with that breadth of vision, the fruit of mature thought, close observation, and long and practical acquaintance with all the varied detail of a teacher's work. As Principal of a training college, as a Government Inspector of Schools, and as a member of the Endowed Schools Commission, our author has gathered an amount of experience of educational methods which entitles him to speak "as one having authority," and which gives a value to his opinions which those interested in the subjects he discusses will be sure to profit by making acquaintance with. In these times, when so many intelligent men in the profession are looking the problems of education anew in the face, and when the demand is on the increase for teachers who are not only capable of grasping, but are imbued with the desire of minutely and critically dissecting them, the aid of a master-expositor like Mr. Fitch is invaluable in conducting one through the maze of theory and method brought before the teacher in such volumes as the present, and which the lecturer so unmistakably has the key of. In here directing attention to the work, our object is, if possible, to incite, in the young teacher particularly, a desire for a more extended acquaintance with both the science and art of teaching than he has usually the means of acquiring, and to turn his attention away from the charlatan and the sciolist to an instructor in professional matters of whom he may learn much and in the main trust implicitly.



## HONOURS TO LITERARY MEN.

FOR mere titular honours we have no fancy, believing them to be emphatically out of place in, and alien to the democratic sentiment of, the New World. We cannot, therefore, regard with complacency the multiplication of artificial titles in Canada, nor do we look with favour upon the proposal of His Excellency the Governor-General, to establish a Canadian Academy of Letters, if the design be to confer a forced distinction upon our *littérateurs* and public writers by admitting them into a select circle and labelling them with certificates of honour, which their merits have neither won for them nor the public estimate of their worth spontaneously accords to them. It is not in this way that Canadian literature and literary men are to be helped, nor will projects of the kind accomplish much in developing the intellectual life of the country. Much more, we incline to think, would be gained by our public men making occasional recognition, in some noticeable way, of honest effort and meritorious performance, and by giving a cue to the Press in singling out passages for commendation or for critical appraisal, and thus bringing the work commended into public notice and aiding it in exerting its influence on literary taste. With regard to some of the best work our literary men have produced, it is not so much from want of appreciation as from want of a market informed of its existence and character, that it and Canadian literature suffers. Had we more competent reviewing in our public journals, and were criticism more kindly and painstaking than it is, our native literature would lift up its head and flourish. Newspapers like the *Globe* have ever been a wet blanket on literary effort, and no journal has been more shamelessly untrue to Canada than that newspaper, or has carried its jealousy and selfishness to further lengths in dealing with the native and general literature of the time. By our compatriots in the Quebec Province we understand that His Excellency's project is enthusiastically commended. This, however, is not surprising, as the French-Can-

dian *littérateur* retains the Gallic love for Orders of Merit and the ribbon distinctions of Old France, which the recent crowning by the French Academy of their countryman, Mr. L. H. Fréchette, has no doubt fanned into greater flame. In the English-speaking provinces, we have little doubt, that the more sensible view of the matter prevails, and that official distinctions conferred upon our literary men and the awarding of titles and the trappings of knighthood for political services, will be held by the people, as well as by those who are the recipients of the honour, as of less value than the respect and affection of their countrymen—the true and genuine tribute to honest worth. So long, however, as the State officers in England are under the impression that in the Colonies, as in the Mother Country, a love for titles prevails, and so long as the proper men are named for distinction by the State, we are bound to respect the honour which Royalty desires to confer. Holding these views, we gladly acknowledge the compliment paid on the 24th of May last to Mr. Alpheus Todd, Librarian of Parliament, Ottawa, and to Principal Dawson, of McGill University, Montreal, and heartily congratulate these gentleman upon the honour conferred upon them, of being installed "Companions of the Most Noble Order of the Bath." At the same time we cannot help thinking that it would be more complimentary to the nation, and should be equally gratifying to the gentlemen honoured, did these acknowledgments of merit emanate from a native source and be of a somewhat different character. Parliamentary grants, as a rule, are not always to be encouraged, but in the case of Mr. Todd particularly, recognition in this form would be a less objectionable, and certainly a more substantial, mode of acknowledging public services. The Academic honours paid by Queen's University to this gentleman, and similar compliments coming from other institutions, ought to be as acceptable, if not preferable, to the recipient. Could we have, in connection with our Universities, funds set aside for the Endowment of Research, this would be an excellent and helpful

means of encouraging talent and industry, and, at the same time, of suitably rewarding merit. We commend this Endowment idea to the opulent business men of the country, whose wealth might do much, if they were so minded, to advance the nation in education and culture, and substantially to promote its nascent literature.

### THE LONDON CATASTROPHE AND THE ART OF SWIMMING.

THE recent calamitous occurrence at London, Ont., admonishes the public, and particularly our educational authorities, of the unwisdom of allowing our youth to grow up ignorant, we will not say of that accomplishment, but of that imperative necessity for every child in the country—a knowledge of the art of swimming. It is true, that in the London catastrophe, the sudden collapse of the steamer, entombing its scores of victims without the possibility of making an effort to save their lives, gave little chance to its living freight, however proficient any may have been in the art of swimming, either to reach the shore or to remain afloat until succour came. But had this been otherwise, what number of the passengers would have gained safety by knowing how to swim, or how to maintain that coolness of head in time of peril, which a knowledge of the art usually gives to those who find themselves in such circumstances? The answer, we fear, would not be assuring. Let the lesson, now, however, be taken to heart, and let parents and guardians of youth see to it that no child is permitted to grow up without being, if not an expert swimmer, one at least that will not be fatuously helpless when precipitated into the water, still less become the murderer of any one whom he may clutch in his terror and prevent from escaping from the danger from which he is unable to extricate himself. Attached to many of the schools of the Province there is a gymnasium, with appointed hours of exercise, a portion of which might be set aside, the more advantageously where water is accessible, for teaching swimming as a useful accomplishment and desir-

able form of recreation. Facilities for this purpose might be provided by local men of wealth, and a boon conferred upon the young of inestimable benefit, both in regard to health and physical development, and in preparedness for such an emergency as appallingly came to everyone of the ill-fated passengers of the *Victoria*, but from which few were able, or had the opportunity, to escape.

### THE REVISED NEW TESTAMENT.

As an evidence of the perennial interest in the sacred books of Christendom, notwithstanding the attitude of many minds in the present day which have either gone over altogether to scepticism, or which affects that "know-nothingism" in religious matters calling itself Agnosticism, the eagerness with which the Revision of the New Testament has been hailed by the people may be taken as conclusive proof. The mingled adverse and favourable criticism of the clergy and the Press, on both sides of the Atlantic, indicates, however, that the work of the Revisers is not going to pass unnoticed or unchallenged. The critics of the Revision belong to two classes—those who desire, and look favourably upon, a more correct rendering of the Scriptures than that of King James; and those who cling to what long usage has endeared to the hearts and minds of the people, and want no change in the present version. The latter class the work just completed will sadly disturb in their superstitious reverence for the verbal accuracy of every part of the Sacred Book. On the whole, however, so far as competent authorities have yet spoken, it may be said that the Revision is likely to be very generally and favourably received, though it may be long ere it officially displaces the version hitherto in use. Some of the alterations, particularly that instanced in the Lord's Prayer, have aroused a good deal of indignation, and incited the charge that the work has been "sacrilegiously tampered with, without the excuse of either divinity or scholarship." Another shout has gone up against the un-

dertaking because the old stately rhythm of the original, it is affirmed, has been largely sacrificed in favour of some questionable gain in grammatical accuracy. The task admittedly has been a difficult and a delicate one, and perhaps we should rather rejoice that the Revisers have so far restrained their hands in the work of revision, than fling stones at them for what, in the no doubt faithful and conscientious exercise of their task, they have ventured to alter. The old doctrines, it need hardly be said, remain untouched, and no vital change has been found necessary in anything that affects the fundamentals of Christian faith.

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#### SCHOOL ORTHOEPY.

It is time that our educational authorities looked after the pronunciation of English, taught in our Public Schools, if such vulgarisms are sanctioned as the Inspector of the City of Toronto defends and quotes certain authority for. The question has been raised in the newspapers as to the pronunciation of the word "been," and the City School Inspector, having had his English, we fear, corrupted by his frequent visits to the other side of the line, asserts that the correct pronunciation of the word is *bin*—rhyming with *sin*—and lends the weight of his authority to the word being so pronounced in the schools. Now it is bad enough to import professors for our educational institutions from England, but let us stop short of importing the *American* language with all its dialects and "fonetics," and thus save the Queen's English from dishonour while we remain subjects of the Crown. We are aware that Mr. Hughes quotes authority for his pronunciation of "been," but so he can for any other vulgarism. Josh Billings and Mark Twain will supply him with "classical" specimens in abundance. But these are not the authorities made use of by educated persons in England, nor will Mr. Hughes find his preference sustained in any literary circle of repute in Canada. Moreover, if there is any force in his favourite phonetics, Mr. Hughes should know that he

is quite wrong in his pronunciation of the word. Has he heard of "Stormonth's" Dictionary—a lexicon which is almost universally accepted in the British dominions, at least, by persons of education and culture? We recommend the Toronto School Board to send Mr. Hughes a copy of this "authority," and beg them to place one in each of the City Schools. When that is done, let the pupils then be asked to hunt up in the works of our best English poets instances in which the word "been" occurs at the end of a rhyming couplet or stanza, and after collecting these to forward them to the Inspector with the request that he will note the word that rhymes with it, and thus learn its *undoubted* pronunciation. Pope's lines may here be recalled with profit:—

"Enough that virtue fill'd the space *between*  
Prov'd by the ends of being to have *been*."

In some respects it is fortunate that Mr. Hughes' visits to the schools of the city are as infrequent as we hear them to be. We wish him better work, however, when he does come in contact with the masters and pupils than in setting before them provincialisms in pronunciation, whatever atrocities he may commit in his school manuals. In the latter he can be tracked and set-right; in the schools it is not so easy to do so.

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#### PROFESSIONAL PROMOTION.

DR. PURSLOW, of Port Hope, in our Contributors' Department, in the present number, very pertinently and in good taste discusses the question of professional promotion and the reasonableness of the expectation entertained by High School Masters that when vacancies occur in Government institutions of an educational character, which may naturally be looked upon as prizes in the profession, they should be filled by one of their number. To the position taken by our correspondent there can be no shadow of objection, save, perhaps, the one involved in the principle of Civil Service Reform—that the Deputy of the late excellent Principal should, if eligible, fill his shoes. Unquestionably,

however, when the vacancy occurred—the necessity for which, by the way, we were far from seeing—both propriety and policy ought to have suggested that it be filled from the ranks from which the previous incumbent was drawn, and whose professional qualifications best fit its members for filling the responsible post of head of such an institution. It is with no desire to reflect upon the appointee of the Government that we say that his nomination was a mistake, and betrays on the part of the Administration that failing which is the crying evil of all party Governments—their proneness to use the patronage of their office for political purposes and not for that which will best subserve the interests of the State. The gentleman who has succeeded Principal Hunter, no doubt, has good claims upon the Government, which his industry and ability strengthen; but for the position, as the head of an educational as well as an eleemosynary institution, we are sure he himself will agree with us, it was more fit that an appointment should have been made from the ranks of the teaching profession. The Minister of Education, we trust, will take care that, in any future preferment of the kind, the hard-working and deserving masters of our Institutes and High Schools are not again passed over, but that the prizes which the profession legitimately look forward to as their own, shall be filled by those of their order. Political exigency, we are aware, is as imperious as it is embarrassing; but the head of our educational system should know nothing of this.

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A CONTEMPORARY ON MATHEMATICAL STUDIES, AND MESSRS. BUCHAN AND MARLING'S REPORT.

A VERY pretty, though, as far as arguments and honesty go, rather one-sided controversy, has arisen out of the reports of High School Inspectors Buchan and Marling, to be found in the Educational Blue-book for 1879. These gentleman, giving voice, we are sure, to the opinion of a majority of the intelligent people of the country, expressed

to the Minister of Education their conviction, based upon minute personal observation and the statements of the heads of educational institutions, that undue attention has been paid for some time back to the subject of mathematics in our schools. Thereupon a contemporary, ever on the alert when the sale of the publications of its proprietor is concerned, challenged the statements of the Inspectors, and from the abundance of its contributor's knowledge and the richness of his inner consciousness demonstrated to its own satisfaction that the Inspectors did not understand the full force of what they affirmed, and that there was nothing to be said on the subject save what the consulting mathematician of the house and the journal chose to say or would permit to be said. Our contemporary, with that characteristic disingenuousness which makes it *sui generis* amongst educational journals, studiously ignored Mr. Buchan's report and strove to represent Mr. Marling as singular in his views upon the problem craze, ascribing to him, moreover, narrowness, exaggeration, ignorance of the facts of the case and especially of the views of John Stuart Mill. To this misrepresentation of his report and aspersion of his aims, carefully concocted and sedulously distributed by the proprietors of the journal, Mr. Marling replied in the following communication—a fine specimen, by the way, of controversial letter writing:—

*To the Editor of the Canada School Journal:*

SIR,—In your critique on my official report for 1879, as given in the March number of the *School Journal*, there are certain expressions and statements of which I feel I have a right to complain. I would gladly be silent, but as my silence might be misinterpreted, I ask room in your next issue for a few words by way of clearance and denial. I will not trouble you again on the subject.

*First.* "Attack on Mathematics." I made no such attack.

*Second.* "Unsupported assertion that the study of Mathematics has proved and is proving injurious to the intellectual life of the rising generation."

Nowhere have I written, never have I thought of, such a grotesque absurdity. I am amazed to find it attributed to me in an edu-

cational journal published by a respectable house.

*Third.* "He affirms that the solution of problems is of but small educational value." If your readers will take the trouble to read my words in *their connection*, they will see that my reference is to the "problems" that are in vogue amongst us, many of which high authority holds to be unsuitable and injurious for the children to whom they are proposed. The evil is even greater in the Public Schools than in the High Schools. "Can nothing be done," said an indignant mother to me the other day, "to do away with all these sums?"—holding up for my inspection a formidable list of "problems" which her little twelve-year-old was wrestling with at ten o'clock at night. "There's no time for grammar, or history or geography; nothing but sums!" My objection is not to problems (so that Mill does not trouble me at all), but to the excess of them, and to the unsuitable character of many of them for pupils of tender age, and with no special mathematical tastes or aptitudes. I put it to the teachers of Ontario, whether this *problem mania* is not discouraging and disheartening many of their most promising and painstaking scholars, and driving not a few from their schools altogether.

*Fourth.* You question the correctness of my belief that most of the mathematical teachers, especially University men, are with me in thinking that our school training is getting one-sided. It would be an offence against decency for me to quote confidential conversations with school officers, but I made the statement in full view of my responsibility for it, and on due authority, and you must pardon me for claiming that my opportunities for ascertaining the opinion of teachers are not less than your own. I abide by my belief. In confirmation, I refer you to the resolution on the subject of undue mathematical predominance in the High Schools, adopted at the last meeting of the High School Section of the Ontario Teachers' Association, August 12th, 1880. But, in truth, the fact is too notorious to need confirmation.

*Lastly.* I am glad to agree with you, as I had done in my report, as to the improvement that has been made of late years in the mathematical teaching of our schools. But when trustees and parents and teachers and pupils unite, as they do, to beg us to do something to lessen the strain that is being put upon the children by the long strings of knotty questions that they take with them to be solved at home, that thrust their English studies to the wall, and too often destroy their usefulness as members of the family circle, it is hard to resist the conviction that

we have in Ontario forgotten that golden rule in education, "Ne quid nimis."

Yours, etc.,

S. ARTHUR MARLING.

ROSDALE, March 26th.

To such a letter every fair-minded man would think that there could be but one reply—a manly apology for misrepresentation; or, if that heroic effort could not with heart of grace (or greed) be made,—abashed silence. But, as if incapable of feeling the force of such a crushing, though eminently polite, rejoinder, the journal in question essays a reply intended to be witty and wise; but which is only flippant and foolish. The outcry against the place of Mathematics in our schools, to the disadvantage of some and the exclusion of other equally important subjects, is consequent upon, the journal would have its readers believe, wrong methods on the part of teachers, whom in the same breath it vilifies and applauds, and the attempts of heedless children to extort at unseasonable hours a little precarious help from indolent and worried parents! And then follows, as a matter of course, a little more of John Stuart Mill.

Surely if such arguments and conclusions, and the abuse of honoured names, for the purposes of commercial and unlicensed greed; be the outcome of the manufacture and sale of mathematical text books or of "the logic of the common school," then what must be the outlook if matters are to remain in *statu quo*? "But after all the world moves," and our contemporary and its consulting authority in mathematics will learn in time that though *cuiuslibet in arte sua credendum est* the public have had reason to be suspicious of the guides they have hitherto been following in this matter, and in future are going to take counsel in other and less interested quarters.

#### MIND-READING.

A MR. BISHOP, in London, England, is interesting, and it is said puzzling, many *littérateurs* and men distinguished in mental and physical science, by an exhibition of

what is termed his "remarkable power of thought-reading." A number of public *seances* have been held, at which Dr. W. B. Carpenter, Prof. Huxley, Dr. Lyon Playfair and other distinguished medical men and scientists were present; and it is stated that the "mind-reader" gave startling evidence of the possession of a faculty which enables him to discover the thought of a person with whom he is brought into contact, of reading figures on a blackboard, while blindfold, and generally of playing the accomplished and mysterious *Secr.* How invaluable a person, by the way, Mr. Bishop would be in our Education Office to read the mind of the Minister, register its vacillations, and supply a gloss to the official documents and memoranda which every now and then emanate from the Department. What a fortune, too, could he make by disclosing in advance those stiffish Examination Papers in Mathematics to the feeble few who are not above being clandestinely "coached" at the critical hour by a friendly master who, however, does not want again to figure in the witness box in connection with irregularities in conducting examinations. By all means, let us import the gentleman.

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#### "THE BYSTANDER."

IN expressing regret in these pages at the discontinuance for a time of this unique periodical, we feel sure that many readers of the CANADA EDUCATIONAL MONTHLY will sincerely and heartily concur. However Mr. Goldwin Smith's political opinions have been received, there can be no question as to the degree of favour with which the *Bystander* has in general been regarded, nor is there any possibility of mistaking the respect in which its writer is personally held, nor the admiration which on all sides has been expressed for his many and rare gifts. Were any endorsement of this needed, the recent banquet given in honour of Professor Smith, by the Press Association of the Province, is an ample attestation of the fact. Handsome as was that acknowledgment by his brother journalists, however, and most gratifying as it no doubt was to the recipient of the hon-

our, the demonstration could go but a little way towards paying the debt which Canada owes to Mr. Goldwin Smith for his immense services to native literature, and particularly for all he has done for independent journalism. The *Bystander*, ephemeral as publications of the kind are thought to be, will remain an imperishable record in Canadian literature, not only of events of the time, chronicled in a masterly and philosophic way, but as setting up a model of vigorous thought, enriched by vast learning, with a style as chaste and finished as ever came from tongue or pen of a master of classic English. Had circumstances permitted, we should have liked that the Province could have had more of the distinguished gentleman's services in the cause of education in the last few years than he has been called upon to give. This is a matter that we trust the teachers of Ontario will see to on Mr. Smith's return from his year's sojourn in Europe. Our higher education could be inestimably advanced by a man of Mr. Smith's profound scholarship and ripe experience, and University matters in the Province sadly want at present the wise counsel of a trained intellect and a well-balanced mind.

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#### SEPARATE SCHOOLS.

A REPRESENTATIVE of the Toronto *Telegram* has lately been interviewing Prof. Goldwin Smith, Archbishop Lynch, Father Stafford, Mr. Bain, Chairman of the Toronto Public School Board, and the editor of this magazine, on the subject of Separate Schools. There has also been correspondence on the subject in the above newspaper, urging a fusion with the Public Schools; and the *Bystander* has brought its powerful aid, on broad national grounds, in favour of amalgamation. The subject is a delicate one to open up, particularly when there has been no preliminary overture on the part of the Roman Catholic authorities. But there can be no doubt of the practical gain to the pupils of the Separate Schools in opening to them the advantages of our Public School

system. Of greater moment, however, is it that the children of all creeds should side by side take the benefits of the national education, and grow up citizens of one common country, with nothing to sunder them in after life and with no mistrust of, or spirit of intolerance towards, each other. In the past history of the Province, the concession of Separate Schools was a necessity, and, at the time, an act of wisdom. Now-a-days, when bigotry, it is to be hoped, is buried, and our Public Schools are thoroughly secularized, a return to a common system, with all the advantages which a common system has to offer, would seem to be wisdom. May this view of the matter commend itself to our co-religionists!

#### ONTARIO SCHOOL OF ART.

THE distribution of the medals and certificates to the successful pupils by the Hon. Adam Crooks, and the exhibition of the work done during the past year (ending April 1881), caused a large gathering at the rooms, King Street East, of the pupils and their friends, as also a goodly number of the lovers of art and art education. Much gratification was expressed at the quantity of good work shewn, and the increasing roll of pupils who had availed themselves of the advantages offered to them by the Society of Artists.

The gold medal (as it was last year) was awarded to a lady pupil, Miss Harriette Ford, of Brockville; the silver medal was gained by Mr. John C. Pinhey, of Ottawa. The competition for the medals was very close.

The mechanical drawings were of high excellence, as were also those of original design. The free hand drawings were creditable, though we would wish that a longer drilling in that department had been insisted upon. The perspective drawings were of sufficient number to shew that that important and necessary part of art acquisition was receiving attention from some who, checking the too common impatience for showy results, were wise enough to learn thoroughly the steps of their art; noticing some of the crude

attempts from the round, we cannot but perceive that many have been too much in a hurry.

The Minister of Education while acknowledging the value of the school and the efficiency of the teaching, intimated the probability of increased Government patronage and a controlling influence for the extension of art teaching, with a probable removal of the school to the Normal buildings. It is to be hoped that if the Minister does take charge of the school for the stated purpose, he will see to it that the control and management be given to a capable hand, and not allow the art supervision of the country to be under any other management than that of an artist-teacher who would necessarily be qualified and competent to judge not only what art education really is, but also what it should be, for the successful carrying out of a proper art education for the people.

THE following is said to have actually happened in Ontario a few years ago. *Inspector to teacher whose school he is visiting:* "I was in Mr. So-and-so's school the other day. Pretty good teacher Mr. So-and-so, but—ah, I ah—don't think he is very well up in mathematics; you see one of his boys was trying to get over the—ah—*pous asinorum*, you know, and after he struggled *through* it, I asked him the—ah—meaning of the letters Q.E.D. and, would you believe it? he didn't know; and what was more, Mr. So-and-so said he had never told the boy, and I don't think he knew himself, so I had to—ah—inform them both that the letters in question stood for the words 'Question Easily Defined!'" The teacher to whom this was related told it as a good joke to his wife. She suggested that probably on the same principle the Inspector would define Q.E.F. as "Question Easily Found-out." We have heard of another Inspector who examining some new physiological charts in a school, pointed to the bowels, with this remark, "I suppose that is intended to represent the convolutions of the brain!" The teacher quietly replied that in some instances he thought they did.

By the courtesy of Inspector J. C. Glashan, we are in receipt of the Annual Report, for 1880, of the state of the Public Schools of Ottawa; also, from Inspector Little, a similar document in respect of the schools in the County of Halton. From the former we learn that there has been a falling off in the school attendance in the Ottawa City Schools, a circumstance which Mr. Glashan in some measure satisfactorily accounts for; and from the latter we glean the fact that in the Halton Schools "spelling continues to be excellent and writing from dictation has greatly improved during the year." Composition, Mr. Little adds, receives fair attention and linear drawing shews meritorious results.

WE learn with pleasure that Messrs. Stieger & Co, of New York, are about to publish in compact and inexpensive form a general reference book and manual on the theory and practice of teaching, under the title of the "Dictionary of Education and Instruction." The work is to be edited by Messrs. Kiddle & Schem, the compilers of the "Cyclopædia of Education," which was reviewed in our pages, in March 1879, and upon which the new book is said to be based. We hope to give an extended notice of the work so soon as it is issued.

A GOOD many people are beginning to inquire whether, after all, the Quincy system is what their "fancy painted it." An article in the Boston *Journal of Education* last month, would almost lead one to infer that much of the system is no better than what has been in vogue, and that a number of the new methods are not of much account.

SIGNOR BARCELLI, the new Minister of Public Instruction for Italy, is opposed to giving Government assistance to higher education. He contends that elementary branches should alone receive support, and that people of genius should be left to make their way by their own efforts.

NOW is the time for rural teachers to work up the tree planting business. Never mind though you intend to give up your school next Christmas, or even at midsummer; leave the place you are in better than you found it. If you are only getting \$300 a year, or less, remember that you are paid for more than what you can do *in* school. Begin the good work of beautifying your play-ground, and your successor will find less trouble in going ahead. Help by all means to make your countrymen cultivated, thinking citizens, and not merely reading and calculating machines.

A correspondent writes that he is pleased to know that three publishing firms in Toronto have in preparation a new map of the Dominion. The Department sheet of "shreds and patches" has been found so utterly confusing that a really good map is a necessity. Hereafter, our little ones will not have the impression formed upon their minds that Newfoundland is south of Nova Scotia, or British Columbia north of the Georgian Bay.

RICHARD GRANT WHITE, the Public School Iconoclast, has got himself into pretty deep and somewhat hot water. In nearly every one of our American exchanges we find somebody firing a pop-gun at him. For our own part, we think his criticisms, although often wide of the mark, likely to do good missionary work in the way of suggestive comment.

THEY are waging a war in Ohio about the system of School inspection. The conservative portion of the legislators are in favour of the old district plan. Those who propose a change advocate county and township inspection. What a long way we are ahead of the Hoosier State!

THE dispute as to the correct pronunciation of Arkansas has at last been settled by the State Legislature's passing a resolution that hereafter it shall be Arkansaw.



## UNIVERSITY OF TORONTO CLASS LISTS, 1881.

## MEDALS, SCHOLARSHIPS AND PRIZES.

## MEDALS.

*Faculty of Law.*—Gold Medal, W. H. P. Clement. Silver Medal, A. Johnston.

*Faculty of Medicine.*—University Gold Medal, J. H. Duncan. Starr Gold Medal, J. H. Duncan.

*Faculty of Arts.*—Classics—Gold Medal, W. S. Milner; Silver Medal, D. Armour. Mathematics—Gold Medal, A. W. Reid. Natural Sciences—Gold Medal, R. F. Rutan; Silver Medal, G. H. Carveth. Mental and Moral Science—Gold Medal, J. A. McAndrew; Silver Medal, H. H. Collier.

## SCHOLARSHIPS.

*Senior Matriculation, 1880.*—Classics—J. R. Stillwell, from Hamilton Collegiate Institute. Mathematics—R. R. Cochrane, Self-taught. General Proficiency—C. L. Crassweller, from Goderich High School.

*Junior Matriculation, 1880.*—Classics—W. B. Nicol, (double) from Toronto Collegiate Institute. Mathematics—J. C. Fields, from Hamilton Collegiate Institute. Modern Languages—J. H. Bowes, from Upper Canada College. General Proficiency—1, T. C. Boville, from Ottawa Collegiate Institute; W. B. Nicol;—2, R. A. Gray, from Toronto Collegiate Institute;—3, W. G. Milligan, from Toronto Collegiate Institute; W. H. Smith, from Toronto Collegiate Institute.

*Faculty of Law.*—*Second Year*—J. Martin. *Third Year*—A. V. McClenaghan.

*Faculty of Medicine.*—*First Year*—1, J. Spence; 2, J. W. Clerke. *Second Year*—1, W. J. Robinson; 2, F. J. Dolsen. *Third Year*—1, R. R. Wallace; 2, J. T. Duncan.

*Faculty of Arts.*—*First Year*—Classics—1, R. A. Little; 2, T. C. Boville. Mathe-

atics—1, J. C. Fields, (double); 2, T. Mulvey. Modern Languages—W. H. Smith, (double). General Proficiency—J. C. Fields; 1, J. W. Roswell; W. H. Smith; 2, R. A. Gray.—*Second Year*—Classics—1, H. R. Fairclough; 2, A. Crichton. Mathematics—1, T. G. Campbell; 2, G. Ross. Modern Languages—J. Squair. Mental and Moral Sciences—W. Farquharson. General Proficiency—1, H. H. Langton; 2, C. L. Crassweller.—*Third Year*—Classics—1, H. L. Dunn; 2, O. L. Schmidt. Mathematics—1, J. M. Clark; 2, A. F. Ames. Modern Languages—E. F. Gunther. Natural Sciences—A. Y. Scott. Mental and Moral Sciences—W. F. W. Creelman. Blake Scholarship—J. M. Clark; E. P. Davis. *Lorne Gold Medal*—E. P. Davis.

## PRIZES.

Greek Verse—S. F. Passmore. Greek Prose—D. McGillivray. French Prose—J. M. MacCallum. German Prose—E. F. Gunther. Oriental Languages—*First Year*—W. H. Cline; *Fourth Year*—J. J. Baker.

## ADMISSION TO DEGREES.

*LL.D.*—E. H. Smyth.

*M.A.*—J. Gibson, D. Hague, J. M. Hunter, F. W. Kerr, J. H. Long, W. McBride, M. McGregor, W. A. Shortt, R. Y. Thomson.

*LL.B.*—T. C. L. Armstrong, N. D. Beck, A. D. Cameron, W. H. P. Clement, E. B. Edwards, J. Henry, A. Johnston, J. H. Long, G. McLaren, H. Nason, T. Ridout.

*M.B.*—H. W. Aikins, W. H. Aikins, G. S. Beck, L. Bentley, G. S. Bingham, S. A. Bosanko.

*Ad eundem Gradum.*

*M.A.*—C. F. Douet, Corpus Christi College, Cambridge.

*B.A.*—M. Hutton, Merton College Oxford.