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Educational Weekly

VOL. I.

THURSDAY, APRIL 16, 1885.

Number 16.

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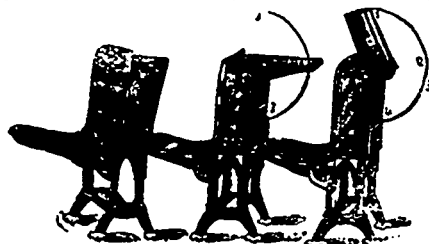
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The following is from the V. P. Journal for April:

"A Canadian edition of Ayres' Verbalist has been issued by the Canada Publishing Co., and is being introduced into some of the High Schools. It is one of the most valuable little works on the correct use of words that we have seen. Fifty cents spent for this book will be well laid out. We append a few of the sentences picked out at random as samples of the contents: An answer is given to a question; a reply to an assertion. Evidence is that which tends to convince; testimony is that which is intended to convince. There may be little evidence in much testimony or testifying. Careful speakers say that laws, orders, purposes are executed; criminals are hanged. Most of us have few friends but many acquaintances. Students do not graduate; they are graduated. A person who takes healthful exercise and eats wholesome food will become healthy. You have a severe, not a bad, cold, since colds are not good. I will learn if you will teach me. Less relates to quantity; fewer to number. Men careful in expression like many things, love few things—wives, sweethearts, kinsmen, truth, justice and country. Since the woman loses her name she is properly married to the man. 'Miss B. was married to Mr. A.' Got married is a vulgarity. Will you have another piece of beef, etc. (not meat)? Perpetually means without end, continually means constantly renewed. We sit down, sit a horse, sit for a portrait, set down figures, set a hen. We set a hen, and a hen sits on eggs. We are sometimes as cross as a sitting (not setting) hen. A man writes under, not over, a signature. Personal property is personalty, not personality. Whence (not from whence) do you come? One who talks much of himself is an egotist; one who professes to be sure of nothing but his own existence is an egoist."

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

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The Educational Weekly.

TORONTO, APRIL 16, 1885.

If a stranger to this country were asked to name what he considered to be the salient and more apparent characteristic of the youth of this continent, he would in all probability answer, "a want of reverence." It is a tempting word of which to attempt a definition; but it is a difficult one. We shall for the present merely endeavor to point out in outline the sources of this characteristic.

Its cradle is the family. In the manner of treatment and general up-bringing of children by their parents does it find its birth. It is afterwards nurtured and matured by all those influences inseparable from certain forms of democracy.

Families upon this side of the Atlantic are, as a rule, leaving out of consideration for the present the very lowest classes, as also the French element, proverbially small. This is indisputable. The result is children are not early accustomed to that restraint which must necessarily obtain where many minds and bodies have to be governed and provided for by two individuals and, in many cases, a limited income. Self-control, and the suppression of selfishness are not inculcated and enforced with that rigor which in different circumstances we find to be so beneficial a training. As a consequence, the authority of the parent is not as strictly upheld as in older countries and in larger families it is upheld. They are less looked up to, less respected, less frequently taken into confidence, and still less frequently applied to for sympathy or advice. In a word, their superiority is not recognized to its full extent.

Brought up in this manner, children are not amenable to governance. Since home rule was lax, they deem all other rule must be likewise; and only when it is too late to remedy the tendency, do they discover that much is lost and little, if anything, gained by the free assertion of their own will in defiance of that of their guiders and instructors.

Many causes operate in the same direction. Of these, virtual disregard of class distinctions is one of the most powerful. It tends to level individuals. It eliminates superiority, intellectual as much as social; and without superiority reverence cannot exist. It is essential to a reverential spirit, that we should perceive in the object of our reverence—whether that object be a person, a work, or a period of time,—a certain quality which is above us and which we do not possess. All that tends to keep this out of view is prejudicial to that recognition of the amenability of the inferior to the superior, which is of the essence of a reverential and submissive frame of mind.

True, an extreme of one is as much to be deprecated as an extreme of the other. But few will hesitate to allow that we are upon this continent far from preserving the happy mean between arrogance and obsequiousness. We are, of course, speaking generally. It needs but to have been brought in contact with the boys and girls of different nations, or of any one nation separated from us by the ocean, to see that a decided difference there really exists, and to see also that our boys and girls have passed beyond the right and proper mean. Nor need we go even thus far. Our reading will easily give us numerous examples of such difference—a topic which it would be highly interesting to pursue.

Some sort of precocity—whether advantageous or otherwise—has often been pointed out as distinguishing the cis-Atlantic youth from that of the Old World. It is difficult to determine whether this is a cause or a result of that want of reverence which they equally prominently possess. It is probably the latter. But whether or not such be the case, the fact that such precocity is accustomed to be fostered rather than frowned upon, is no small factor in adding appreciably to the sum total of assurance which so decidedly marks the child of the New World.

Having, then, imbibed these principles at home, and meeting with nothing that tends to soften or eliminate them, it is not to be wondered at that children conspicuously give vent to them in the school room. Irreverence here shows itself under various disguises. Flippancy, heedlessness, forwardness, restiveness under restraint, presumption, insubordination. It is in these disguises that the teacher has to cope with it, and perhaps here he finds his hardest task. It seems inbred. It is intangible; not to be openly opposed. It rarely reveals its own self. It appears in the shape of general demeanor oftener than in the shape of specific and punishable faults.

How properly to oppose it is no easy question to which to find a full and satisfactory answer. It must be dealt with as it arises, and according to the form it then takes on. Above all, the teacher first must show himself worthy of the reverence which he is trying to evoke, and secondly by the cultivation of this in himself, set an example to those in whom he is attempting to instil such a spirit. If he himself is incapable of it, he cannot expect those under him to possess it. This is perhaps true of all teaching; it is especially true of the teaching we are now discussing.

But suppose the master himself is one of those in whom pernicious home training flattered precocity, and crude democracy

have left their taint! Can he free himself in later years from its effects? We think, yes. Growing years show us more and more that there are all around us persons, objects, periods, before which it is impossible to assume any attitude but that of veneration and respect. Whatever be our literary, social, political, or religious principles, we can ever find that which to follow and admire. And perceiving this, it is in our power to foster and encourage this spirit, and to endeavor to do the same with the children under our guidance and control.

If, however, we have once ourselves thoroughly imbibed a truly reverential spirit, we shall be far better able to inspire them with the same, even if the decided want of this in our pupils is consequently more acutely felt. And is it not a duty we owe to them? one of the chief of the duties we owe to them? It is the basis of many a virtue, as the want of it is the basis of many a vice. Its existence or non-existence is often an index to character, from the very fact, perhaps, that it underlies so many qualities. Its effects, when it exists, are lasting; not easily eradicated or blunted. It is stronger in the truly superior than it is in those of smaller mental calibre. It may be taken as a criterion of worth, both intellectual and moral. It is a measure of excellence.

These facts can gradually be taught. Put before children high ideals; show them their own inferiority, and the immeasurable distance that lies between them and such ideals, and we shall have achieved much—indeed, we may confidently hope that in process of time we shall succeed in eradicating the ill effects of previous training and influences, and shall truly inspire them with a love of all that is beautiful and good, both in great men and in their creations.

And will not this tend to bring about a change in the character of our youth? a change decidedly for the better? It should do so; it cannot but do so. And not only in the character of our youth, but in that of the nation at large.

Why should we not look forward confidently to such a consummation? It is by no means too vast and lofty an end at which to aim. It is surely within our powers. Teachers have not, perhaps, yet recognized the importance of their functions in the community. This inculcation of reverence is one part of those functions than which few are of more vital import.

We will hope that these few words will not be thrown away in the effort to spur teachers to paying attention to this part also of their functions.

Notes and Comments.

THE death of Prof. Frerichs, of Berlin, is announced. He was a man of great ability and his death is a serious loss to German medicine.

A SECOND edition of 4,000 copies of *Quincy Methods* is nearly ready. The first edition was exhausted four weeks after publication.

MR. ARTHUR J. READING'S article in continuation of the series on Perspective has, we are sorry to say, been unavoidably crowded out of this week's issue. It will appear next week.

PRESIDENT PORTER, at the recent Yale alumni dinner, said that "those college arrangements are the best which prepare the man to meet all the exigencies of daily life, and will not let him off."

THE anti-tobacconists having endeavored to point their favorite moral by calling attention to General Grant's case, eminent authorities have come forward in defence of the weed. The controversy will probably end, says *The Current*, in—smoke.

IT appears from the *Cornell University Register* for 1884-5 that the library of that institution contains about 51,200 volumes and 15,000 pamphlets; and receives additions now at the rate of about 5,000 volumes annually. The library has a fund, not yet available, of about \$700,000.

THE reform in Harvard, says the *New York School Journal*, is the commencement of a radical change that will in time work its way downward, until in all our schools, classes will be arranged on different principles. All in one room will not be required to study the same branches at the same time.

MR. E. C. GARDNER, the eminent architectural writer, is engaged in preparing a volume on *School Architecture*. The work, it is said, will be fully up to the times. The designs will be artistic and practical, and include many buildings of moderate price. E. L. Kellogg & Co., of New York, are to publish it.

IT is an interesting question, says the *New York Tribune*, what will be the ultimate effect of education on working men as a class. There are many who even now deprecate universal education on the ground that while it is undoubtedly a blessing, its tendency is to make people in humble stations of life dissatisfied with their lot.

IN speaking in another column of the late Mr. Little as an Egyptologist it is not of course intended to assert that he has not anywhere any superior. His knowledge was necessarily secondhand. He could not be ranked with Renouf, or Birch, or Rawlinson. But as far as the Province of Ontario is concerned Mr. Little had no equal in his knowledge of Egyptology.

THE *Illustrated War News*, published by the Grip Printing and Publishing Company, was brought out with most commendable rapidity as soon as it was learned that the insurrection in the North-West Provinces had assumed noticeable proportions. This illustrated weekly is replete with graphic pictures of the various incidents which have occurred in connexion with the rebellion and despatch of troops to the seat of war. It contains the latest telegrams up to date, and will, without doubt, be deemed by many a welcome addition to the ordinary news obtainable in the daily papers.

THE first two publications of the new American Historical Association are (1) *Report of the Organization and Proceedings at Saratoga in September last*, and (2) a paper by President White, of Cornell, on *Studies in General History and the History of Civilization*; which is a strong plea for new historical studies from the American point of view. Paper 3 is by Mr. Knight, of the University of Michigan, on *Educational Land Grants in the Northwest Territory*.

A PAMPHLET, which will be of the utmost value to the founders of libraries, public or private, is *The Library List*, published by Messrs. Charles Scribner's Sons. This list contains upwards of 1,000 titles of the standard books in our language, the books which form the foundations of good collections. Prices are given of the best edition of each of the works, and also of the cheapest good editions. The price of the *Library List* is ten cents.

THE 'Varsity Board of Directors proposes to issue an edition of 500 copies of a little book containing the best things—both prose verse—that have appeared in that journal since its inception five years ago. We think it a capital idea. Every newspaper, certainly every weekly newspaper, contains much that is by no means ephemeral, and in a university periodical this is more particularly the case. The publication in book form of its more valuable articles and verses seems to us an excellent plan by which to help to preserve these.

WE found in the *Syracuse School Bulletin* for last month a most useful column on the pronunciation of the names of eminent musical composers. Hardly a day passes without the necessity of bringing into conversation one or more of these, and we have no hesitation in saying that there are not a few persons who are not only doubtful but ignorant of the correct method of pronouncing many of them. It ought perhaps to have been inserted in the column devoted to "music," but its value makes it worthy of a dignified position. It will be found on p. 245.

THE following is a list of Richard Grant White's most important works:—*Shakespeare's Scholar* appeared in 1854; the *Essay on the Authorship of the Three Parts of*

King Henry VI., in 1859; his critical edition with essays, etc., of Shakespeare's works, twelve volumes, in 1857-64; *The Life and Genius of Shakespeare* in 1865. Besides philosophical and critical essays in *Harper's Magazine*, *Putnam's Magazine*, the *Atlantic Monthly*, the *Galaxy*, and other periodicals, he published *Handbook of Christian Art*, (1853); *National Hymns*, (1861); an edition, with notes, of *The Book Hunter* (1863); *Poetry of the Civil War* (1866); *Words and Their Uses* (1870); and, anonymously, *The New Gospel of Peace*, a humorous political and social satire on the events of the civil war (1863-64-66), and a sequel to it called *Chronicles of Gotham*.

SELF-CONTROL is a fundamental element of moral character. When the pupil enters school he leaves a world of caprice for one of self-regulation. Before, he was here, there, and everywhere at his own sweet will. Now he leaves his capricious freedom; for he must combine with others in time and place. He now gets his first drill (not lesson) in order, which consists of requiring him to be regularly at the right place at the right time. He must regulate himself—must be at school on time, must combine with others in movement and in work, in class room and school; must begin a lesson on time and hold himself to it continuously. This is not merely bodily control, but control of all the powers of the child. The will is ever bent in drawing the mind in from its ramblings and in holding it to the work in hand. How different from home training in which the conduct is accidental or wiful!—Arnold Tomkins in the *Indianapolis Educational Weekly*.

WE are in receipt of an interesting circular from New York. Resident Canadians in that metropolis are advocating the formation of a Canadian Association. It is a project of importance not only to those whom it will more directly affect, but also to any who may hereafter at any time visit or become residents of New York. We re-print the circular in full:—

ROOM 43, NO. 229 BROADWAY,
NEW YORK, April 2, 1885.

SIR,—In view of the large number of Canadians now resident in New York, it has seemed to many who have spoken to us, that there existed abundant material for the formation here of a Canadian association of some description, which might afford opportunity for greater personal intimacy among them, and the accomplishment of some common purpose.

What that purpose should be, we deem it wise to leave to some representative meeting to discuss and determine. We have sent out this circular in order to ascertain as far as possible the views of Canadians on the possibility and propriety of forming such a Club, and, accordingly, beg you to communicate to us at the above address on or before the 15th of April, your feeling on the subject.

W. A. SHORTT.
R. B. CUMMINGS.
W. B. ELLISON.

We hope that when the association is thoroughly formed to be able to give our readers an account of its formation and objects.

Contemporary Thought.

UNITY makes the following apt inquiry, which if proposed to a convention of woman-suffragists would probably evoke a vociferous and unanimous negative that would endanger the rafters of the building: "Now that 'Charles Egbert Craddock' is found to be a modest little woman, none the less feminine because her talent had previously been recognized as manly, would a ballot from her hands be more dangerous to the State to-day than if her *nom de plume* held good for election day?"

DR. DALLINGER, the eminent microscopist, holds that the development of living organisms in a piece of fish-muscle, previously subjected to a temperature of boiling water, does not indicate spontaneous generation, despite the belief that such a temperature is absolutely destructive of life. He hopes the microscope may yet reveal more about the details of the life of minute creatures, but, in the meantime, he says, philosophy must take it for granted that the principle of life is something wholly distinct from the matter with which it is clothed.

WILSON BARRETT'S production of "Hamlet" is said to have been interesting from its novel character. This is not surprising when we learn, from recently expressed views of the actor, that he believes the play should be subordinate to the actors, scenery, theatre, costumes, time of production, and treated without any reverence for what the author may have wanted to convey. Proceeding on such a theory, it ought not to be difficult for an actor to draw attention to his Shakespearean productions. Mr. Barrett may yet give *Hamlet* in a swallow-tail coat.—*The Current*.

IT seems to the spectators that England is doing the one thing she should most carefully avoid doing. She is uniting Islam, and teaching Islam how to make war. In each new campaign the Soudanese are better armed, fight with better method, and kill more Englishmen. England is training them into sturdy and disciplined soldiers. A Moslem victory is proclaimed in every Arab tent, and in every Indian village. Such a victory is not merely a victory for El Mahdi; it is a hope for the whole Moslem world. Moslem defeats travel less swiftly, and mean only a delayed victory. What fierce resolutions are begotten in Moslem bosoms by Mr. Gladstone's campaigns of butchery, we can easily imagine.—President Wheeler, in *The Chautauquan*.

"WHAT I should like to be sure of," says George Eliot in her *Life and Letters*, "as a result of higher education for women—a result that will come to pass over my grave—is their recognition of the great amount of social unproductive labor which needs to be done by women, and which is now either not done at all or done wretchedly. No good can come to women, more than to any class of male mortals, while each aims at doing the highest kind of work, which ought rather to be held in sanctity as what only the few can do well. I believe, and I want it to be well shown, that a more thorough education will tend to do away with the odious vulgarity of our notions about functions and employment, and to propagate the true gospel, that the deepest disgrace is to insist on doing work for which we are unfit—to do work of any sort badly."

It is an interesting question what will be ultimate the effect of education on workmen as a class. There are many who even now deprecate universal education on the ground that while it is undoubtedly a blessing, its tendency is to make people in humble stations of life dissatisfied with their lot. In a measure there is no doubt that this is true; but the unrest which it produces is one of the most valuable elements in the development of man. If all were contented with their lot, there would be no progress. There is little danger that intelligence rightly directed will do workmen any harm. On the other hand ignorance is always dangerous; and next to ignorance badly digested knowledge is most to be feared. It is not the well-educated and intelligent workmen who are found in the ranks of the anarchists but the ignorant and the half-educated, and the best way to convert an anarchist from the error of his ways is to teach him some of the facts of which he is so wofully ignorant.—*New York Tribune*.

BUT there is no doubt that, however highly inspired the work of art may appear,—however genuine the inspiration of a Raphael or a Michael Angelo,—however deep and heart-thrilling the music of a Beethoven,—however heaven-born the muse of a Shakespeare,—all the products of these great men must have been sanctified by the chaste spirit of hard, sober, and honest work. Raphael could not have given that sublime expression to his Madonna, if he had not been able to draw accurately the book held before him. He must have passed through all the phases which you are passing through, or he could not have given that absolute firmness to each line as it appeared to him, each effective light as it was produced by the solid simple object, based on straight lines; he could never have given that sublime expression to his Madonna and other great works. He must necessarily have gained an absolute mastery over his hand in order to make it a ready and facile expression of his highest inspirations. So you must always hold that rule before you, however humble the work, however simple it appears, however unnecessary it may seem that you should give so much pains to a few lines. Unless you do that, all your lofty aspirations, all the brilliant ardor which leads you to form great thoughts, will be utterly worthless, and will end in smoke—and bad smoke, because it will blind your sight to the difficulties of the work before you.—*Dr. Charles Waldstein, in speech at Cambridge, Eng.*

THE meeting of the Temperance League held the other day by the students of University College was at once gratifying and significant. It showed the trend of opinion and feeling on a very important subject among those who are speedily to occupy prominent and influential positions in our country. A large and increasing number of those students are already pledged total abstainers, while many more who have not as yet gone so far are fairly on the road which at no distant day will bring them to occupy the same position. They all but universally condemn the false and pernicious system of "treating" as one great cause of drunkenness, and a very large number of them are pledged to do their best to put this crying evil down. They are wisely coming to the conclusion that such a custom has no sense in it, while it has any amount of danger. They wisely conclude that

that man after all must be a poor dullard who needs artificial stimulants to bring out any wit, humor, or eloquence that he may try to persuade himself he possesses, and that the genius which needs such help cannot be worth much. No one can calculate the amount of good which these young men, with such opinions and corresponding practice, may effect in every district of our country when they come to occupy, as in many cases they assuredly will, the most prominent and influential positions in the Ontario of the future. And it must be to the honored president of the College—Dr. Daniel Wilson—a source of great gratification and encouragement to see his Christian teaching and example yielding already such beneficial results, and giving such promise of something still better in days that are to come.—*The Globe, March 25th*.

"C. F. ADAMS, Jr., and D. H. Chamberlain have been carrying on a very pretty linguistic controversy in the Boston *Advertiser* over the influence of Latin upon English language, Mr. Adams claiming that it has spoiled the simple English of the old authors, of whom he mentioned Bunyan as one. Mr. Adams' critics in turn have no difficulty in showing that Bunyan, in fact, used a large per cent of words of Latin origin, larger than some authors of to-day. Mr. Chamberlain quotes Mr. Adams' own Latinism against himself when he says, 'Expel Latinisms from your composition,' using three Latin words out of five. Mr. Lodge joins in and lays himself open to the same charge when he says, 'Practise a severe excision of Latin derivatives!' In this sentence five words out of seven are 'Latin derivatives.'

"The fact is that the English language owes its richness in words, in delicate shades of meaning, and turns of expression, to its highly composite nature. We cannot spare the Latin, the Greek, the Saxon, or any other component part. Each has its use and beauty, and all together make the English tongue matchless in power, and its literature the great literature of modern life. Neither should any part of the language fall into neglect. The reporter who is disposed always to say 'commence,' to the neglect of 'begin,' should study the use of synonyms and their proper selection, to make his language graphic, clear to the understanding, and rhythmical to the ear. Mr. Choate used, it is said, to practise the translation of Tacitus, searching for six different words to represent each word of the Latin, thus to enrich his stock of terms and enable him to express fine shades of meaning. Nothing can be spared from the English tongue as it has come down to us; nothing from the rich old English that smacks of the soil and may often be found best preserved in the regions least affected by change—some of it Anglo-Saxon, some Anglo-Norman. The Latin influence upon the English tongue is no modern event, but goes back to the discovery of Britain and the conversion of Britons to Christianity. Nor is its proper use weakening; it is invigorating. The language of the Romans was like their broad-swords, and its compact phrases were 'short, sharp and decisive.' Old Hickory could not have sworn, 'By the Eternal!' without it, nor Webster have uttered the inspiring periods which closed with—'Liberty and union, now and forever, one and inseparable.'"—*Springfield Republican*.

Literature and Science.

O, MAY I JOIN THE CHOIR INVISIBLE.

GEORGE ELIOT.

O, MAY I join the choir invisible
Of those immortal dead who live again
In minds made better by their presence; live
In pulses stirred to generosity,
In deeds of daring rectitude, in scorn
Of miserable aims that end with self,
In thoughts sublime that pierce the night like stars,
And with their mild persistence urge men's minds
To vaster issues.

So to live is heaven:

To make undying music in the world,
Breathing a beauteous order, that controls
With growing sway the growing life of man.
So we inherit that sweet purity
For which we struggled, failed, and agonized
With widening retrospect that bred despair.
Rebellious flesh that would not be subdued,
A vicious parent shaming still its child,
Poor anxious penitence, is quick dissolved;
Its discords quenched by meeting harmonies,
Die in the large and charitable air.
And all our rarer, better, truer self,
That sobbed religiously in yearning song,
That watched to ease the burden of the world,
Laboriously tracing what must be,
And what may yet be better,—saw within
A worthier image for the sanctuary,
And shaped it forth before the multitude,
Divinely human, raising worship so
To higher reverence more mixed with love,—
That better self shall live till human Time
Shall fold its eyelids, and the human sky
Be gathered like a scroll within the tomb,
Unread for ever.

This is life to come,
Which martyred men have made more glorious
For us, who strove to follow.

May I reach

That purest heaven,—be to other souls
The cup of strength in some great agony,—
Enkindle generous ardor, feed pure love,
Beget the smiles that have no cruelty,
Be the sweet presence of a good diffused,
And in diffusion ever more intense!
So shall I join the choir invisible,
Whose music is the gladness of the world.

DAY IS DYING.

GEORGE ELIOT.

DAY is dying! Float, O song,
Down the west-ward river,
Requiem chanting to the Day—
Day, the mighty Giver.

Pierced by shafts of Time he bleeds,
Melted rubies sending
Through the river and the sky,
Earth and heaven blending.

All the long-drawn earthy banks
Up to cloud-land lifting;
Slow between them drifts the swan,
'Twixt two heavens drifting.

Wings half open, like a flower,
Inly deeply flushing,
Neck and breast as virgin's pure—
Virgin proudly blushing.

Day is dying! Float, O swan,
Down the ruby river;
Follow, song, in requiem
To the mighty Giver.

GEORGE ELIOT AT HOME.

FROM MR. CROSS' LIFE.

THEY [Mr. Lewes and George Eliot] led a very secluded life at Witley—as always in their country retreats—but enjoyed the society of some of their neighbors. Sir Henry and Lady Holland, who lived next door; charming Mrs. Thellusson and her daughter, Mrs. Greville, who lived between Witley and Godalming, were especial friends. The Tennysons, too, and the Du Mauriers and Allingham, were all within easy visiting distance. George Eliot's dislike of London life continued to increase with the increasing number of her acquaintance, and consequent demands on time. The Sunday receptions, confined to a small number of intimate friends in 1867, had gradually extended themselves to a great variety of interesting people.

These receptions have been so often and so well described that they have hitherto occupied rather a disproportionate place in the accounts of George Eliot's life. It will have been noticed that there is very little allusion to them in the letters; but, owing to the seclusion of her life, it happened that the large majority of people who knew George Eliot as an author never met her elsewhere. Her *salon* was important as a meeting-place for many friends whom she cared greatly to see, but it was not otherwise important in her own life. For she was eminently *not* a typical mistress of a *salon*. It was difficult for her, mentally, to move from one person to another. Playing around many disconnected subjects, in talk, neither interested her nor amused her much. She took things too seriously, and seldom found the effort of entertaining compensated by the gain. Fortunately Mr. Lewes supplied any qualities lacking in the hostess. A brilliant talker, a delightful *raconteur*, versatile, full of resource in the social difficulties of amalgamating diverse groups, and bridging over awkward pauses, he managed to secure for these gatherings most of the social success which they obtained. Many of the *réunions* were exceedingly agreeable and interesting, especially when they were not too crowded, when general conversation could be maintained. But the larger the company grew the more difficult it was to manage. The English character does not easily accommodate itself to the exigencies of a *salon*. There is a fatal tendency to break up into small

groups. The entertainment was frequently varied by music when any good performer happened to be present. I think, however, that the majority of visitors delighted chiefly to come for the chance of a few words with George Eliot alone. When the drawing-room door of the Priory opened, a first glance revealed her always in the same low arm-chair on the left-hand side of the fire. On entering, a visitor's eye was at once arrested by the massive head. The abundant hair, streaked with gray now, was draped with lace, arranged mantilla-fashion, coming to a point at the top of the forehead. If she were engaged in conversation her body was usually bent forward with eager, anxious desire to get as close as possible to the person with whom she talked. She had a great dislike to raising her voice, and often became so wholly absorbed in conversation that the announcement of an incoming visitor sometimes failed to attract her attention; but the moment the eyes were lifted up, and recognized a friend, they smiled a rare welcome—sincere, cordial, grave—a welcome that was felt to come straight from the heart, not graduated according to any social distinction. Early in the afternoon, with only one or two guests, the talk was always general and delightful. Mr. Lewes was quite as good in a company of three as in a company of thirty. In fact, he was better, for his *verve* was not in the least dependent on the number of his audience, and the flow was less interrupted. Conversation was no effort to him; nor was it to her so long as the numbers engaged were not too many, and the topics were interesting enough to sustain discussion. But her talk, I think, was always most enjoyable *à deux*. It was not produced for effect, nor from the lip, but welled up from a heart and mind intent on the one person with whom she happened to be speaking. She was never weary of giving of her best so far as the wish to give was concerned. In addition to the Sundays "at home" the Priory doors were open to a small circle of very intimate friends on other days of the week. Of evening entertainments there were very few, I think, after 1870. I remember some charming little dinners—never exceeding six persons—and one notable evening when the Poet Laureate read aloud "Maud," "The Northern Farmer," and parts of other poems. It was very interesting on this occasion to see the two most widely known representatives of contemporary English literature sitting side by side. George Eliot would have enjoyed much in her London life if she had been stronger in health, but, with her susceptible organization, the *atmosphere* oppressed her both physically and mentally. She always rejoiced to escape to the country. The autumn days were beginning to close in now on the beautiful Surrey landscape, not without some dim, half-recognized presage to her anxious mind of impending trouble.

THE FAIRY LAND OF SCIENCE.

(Continued from previous issue.)

WE are now able to form some picture of our aerial ocean. We can imagine the active atoms of oxygen floating in the sluggish nitrogen, and being used up in every candle-flame, gas-jet and fire, and in the breath of all living beings; and coming out again tied fast to atoms of carbon and making carbonic acid. Then we can turn to trees and plants, and see them tearing these two apart again, holding the carbon fast and sending the invisible atoms of oxygen bounding back again into the air, ready to recommence work. We can picture all these air-atoms, whether of oxygen or nitrogen, packed close together on the surface of the earth, and lying gradually farther and farther apart, as they have less weight above them, till they become so scattered that we can only detect them as they rub against the flying meteors which flash into light. We can feel this great weight of air pressing the limpet on to the rock; and we can see it pressing up the mercury in the barometer and so enabling us to measure its weight. Lastly, every breath of wind that blows past us tells us how this aerial ocean is always moving to and fro on the face of the earth; and if we think for a moment how much bad air and bad matter it must carry away, as it goes from crowded cities to be purified in the country, we can see how, in even this one way alone, it is a great blessing to us.

Yet even now we have not mentioned many of the beauties of our atmosphere. It is the tiny particles floating in the air which scatter the light of the sun so that it spreads over the whole country and into shady places. The sun's rays always travel straight forward; and in the moon, where there is no atmosphere, there is no light anywhere except just where the rays fall. But on our earth the sun-waves hit against the myriads of particles in the air and glide off them into the corners of the room or the recesses of a shady lane, and so we have light spread before us wherever we walk in the daytime, instead of those deep black shadows which we can see through a telescope on the face of the moon.

Again, it is electricity playing in the air-atoms which gives us the beautiful lightning and the grand aurora borealis, and even the twinkling of the stars is produced entirely by minute changes in the air. If it were not for our aerial ocean the stars would stare at us sternly, instead of smiling with the pleasant twinkle-twinkle which we have all learned to love as little children.

All these questions, however, we must leave for the present; only I hope you will be eager to read about them wherever you can, and open your eyes to learn their secrets. For the present we must be content if we can even picture this wonderful ocean

of gas spread round our earth, and some of the work it does for us.

We said in the last lecture that without the sunbeams the earth would be cold, dark, and frost-ridden. With sunbeams, but without air, it would indeed have burning heat, side by side with darkness and ice, but it could have no soft light. Our planet might look beautiful to others, as the moon does to us, but it could have comparatively few beauties of its own. With the sunbeams and the air, we see it has much to make it beautiful. But a third worker is wanted before our planet can revel in activity and life. This worker is water; and in the next lecture we shall learn something of the beauty and the usefulness of the "drops of water" on their travels.

PRONUNCIATION OF THE NAMES OF EMINENT MUSICAL COMPOSERS.

[We take the following from the Syracuse School Bulletin. It is by Henry P. White.]

AUDRAN, Edmond.—Pron. O-dron, long *o* for the first syllable: short *o* in the second. Ed-mon, short *e* and long *o*, as they are French words there is no accentuation.

BAZZINI, Francesco.—Pron. Bat-see-nee, *e* with the Italian sound; accent on the second syllable. Fran-ches-ko, Italian *a*, short *e*, accent on second syllable.

BERLIOZ, Hector.—Pron. Ber-le-o, the *er* as though it were *er*.

BETHOVEN, Ludwig.—Pron. Ba-to-ven, accent the first syllable.

BOCCERINI, Luigi.—Pron. Bo-ka-ree-nee, long *a*, accent the third syllable. Loo-ee-gee, accent the second syllable.

CHOPIN, Frederick.—Pron. Ko-pin with the accent on the first syllable. The *ch* is pronounced like *k*, because it is a Polish name, and *ch*, in that language, has that sound, or one very nearly akin to it, which cannot be exactly imitated in our language. [We think Mr. White is wrong here. The best authority gives Sho-pan'.—ED. School Bulletin.]

CIMAROZA, Domenico.—Pron. Che-ma-ro-sa, the two *a*'s like Italian *a*, accent on the third syllable. Do-ma-ne-ko, accent on the second syllable.

DONIZETTI, Gaetano.—Pron. Do-ne-dzet-tee, accent on the third syllable. Ga-ta-no, Italian sound to second *a*, accent the second syllable.

GOUNOD, Charles.—Pron. Goo-no.

GOTTSCALK, Louis.—Pron. Got-shalk. Loo-ee.

GLUCK, von. Johann.—Pron. Fon Glook, *oo* like *oo* in *good*. Yo-han, Italian *a*.

HAYDN, Joseph.—Pron. as spelled, but frequently misspelled by inserting *e* between *d* and *n*.

HALEVY, Jacques.—Pron. A-la-vee. The first *a* is like the Italian, the second long, Zhak, Italian *a*.

LISZT, Franz.—Pron. List. Frants, the *r* trilled, *a* like Italian *a*.

MENDELSSOHN-BARTHOLDY, Felix.—Pron. Men-dels-son, long *o*, accent on the first and last syllables. Bar-tol-dee, the *r* to be trilled, accent on the second syllable. Fa-lik.

MEYERBEER, Giacomo.—Pron. Mi-er-bar, long *i*, the *r* trilled. Ja-ko-mo, Italian *a*, accent on the first syllable.

MOZART, Johann.—Pron. The accent falls on the second syllable, but there is a secondary accent on the first.

OFFENBACH, Isaac.—Pron. Of-fen-bak, Italian *a*, accent the first syllable.

PURCELL, Henry.—In the first name the accent falls on first syllable, not on last.

ROSSINI, Gioacchino.—Pron. Ros-see-nee, accent on the second syllable. Yo-ak-ki-mo, accent on the second syllable.

SCHUBERT, Franz.—Pron. Shoo-ber't, the *r* being trilled.

STRAUSS, Johan.—Pron. Strows.

SPHOR, Louis.—Pron. Spoar.

VERDI, Giuseppe.—Pron. Var-dee, long *a*, in the first syllable, the *r* being trilled. Joo-sep-pa, accent the second syllable.

WAGNER, Richard.—Pron. with Italian *a*.

WEBER, Gottfried.—Pron. Waber. [The writer has omitted to remind the reader of the correct pronunciation of the German *W*.—ED. EDUCATIONAL WEEKLY.]

In foreign languages George Eliot had an experience more unusual among women than among men. With a complete literary and scholarly knowledge of French, German, Italian and Spanish, she *spoke* all four languages with difficulty, though accurately and grammatically; but the mimetic power of catching intonation and accent was wanting. Greek and Latin she could read with thorough delight to herself; and Hebrew was a favorite study to the end of her life. In her younger days, especially at Geneva, inspired by Professor de la Rive's lectures, she had been greatly interested in mathematical studies. At one time she applied herself heartily and with keen enjoyment to geometry, and she thought she might have attained to some excellence in that branch if she had been able to pursue it. In later days the map of the heavens lay constantly on her table at Witley, and she longed for deeper astronomical knowledge. She had a passion for the stars; and one of the things to which we looked forward on returning to London was a possible visit to Greenwich Observatory, as she had never looked through a great telescope of the first class. Her knowledge of wild flowers gave a fresh interest each day to our walks in the Surrey lanes, as every hedgerow is full of wonders—to "those who know;" but she would, I think, have disclaimed for herself real botanical knowledge, except of an elementary sort.—From Mr. Cross' *Life*.

Educational Opinion.

HISTORIC ILLUSTRATIONS OF SUPERIOR TEACHING.

J. A. REINHART, PH.D., PATRISON, N.J.

ARNOLD AND THE SIXTH FORM AT RUGBY.

ARNOLD and Rugby! One is tempted to use the words of a different occasion, and exclaim, "What associations are linked in adamant with these names!" In the deed which conveyed the foundation of Rugby School, it was declared to be the will and intent of the founder that his "heires or assignes, or some of them, should cause an honest, discreet, and learned man, being a Master of Arts, to be retheyned to teach a free grammar schoole in the said school howse."* Never was the "intent" of any honored founder of an institution of learning better met than in the appointment in 1827 of Dr. Thomas Arnold to the head-mastership of Rugby. The prediction of Dr. Hawkins that if Arnold were thus appointed "he would change the face of education all through the public schools of England," was abundantly justified. Arnold is the foremost name among English teachers.

But it is not with the general history of Arnold's large influence as a teacher that we are now concerned. To such a task we are not equal. A less ambitious, a more special, aim is ours. To study one phase of his teaching—his instruction of the sixth or upper form—the class that came most directly under his influence, and to state some of the general educational and psychologic principles which implicitly constitute its excellence, will be the object of the present paper.

The value of an arithmic criticism of a special series of teaching acts may be seen from the following considerations. The study of examples is the true source of accurate and clear knowledge. *Iter est longum per praecepta, breve et efficax per exempla* (Seneca). There is also the consequent increase in the number of general truths to be incorporated in our theory of educational procedure. Further, we perceive new applications of principles previously known, and see more fully what is comprehended in them. For, "theories of method are not to be constructed *a priori*. The laws of our rational faculty, like those of every other natural agency, are only learned by seeing the agent at work. . . . We learn to do a thing in difficult circumstances by attending to the manner in which we (or others) have spontaneously done the same thing in easier ones."†

ARNOLD'S TEACHING OF HIS SIXTH FORM.

His Own Account.

I am becoming more and more suspicious of the mere fact system, that would

crum with knowledge of particular things and call it information. My own lessons with the Sixth Form are directed now, to the best of my power, to furnishing rules or formulae for them to work with; e.g., rules to be observed in translation, principles of taste as to the choice of English words, as to the keeping or varying idioms and metaphors, etc.; or in history, rules of evidence, or general forms for the dissection of campaigns, or the estimating the importance of wars, revolutions, etc. This, together with the opening, as it were, the sources of knowledge by telling them where they can find such and such things, and giving them a notion of criticism—not to swallow things whole, as the scholars of an earlier period too often did—this is what I am laboring at much more than at giving information.* . . . It is not knowledge, but the means of gaining knowledge, I have to teach.†

"You come here" he said, "not to read, but to learn how to read."‡

The Accounts of Others.

His whole method was founded on the principle of awakening the intellect of every individual boy. Hence it was his practice to teach by questioning. As a general rule, he never gave information, except as a kind of reward for an answer, and often withheld it altogether, or checked himself in the very act of uttering it, from a sense that those whom he was addressing had not sufficient interest or sympathy to entitle them to receive it. His explanations were as short as possible—enough to dispose of the difficulty, and no more; and his questions were of a kind to call the attention of the boys to the real point of every subject, and to disclose to them the exact boundaries of what they knew or did not know.

In proportion to their advance in the school, he tried to cultivate in them a habit not only of collecting facts, but of expressing them with facility, and of understanding the principles on which their facts rested. "You come here," he said, "not to read, but to learn how to read"; and thus the greater part of his instructions were interwoven with the process of their own minds; there was a continual reference to their thought, an acknowledgment that, so far as their information and power of reasoning could take them, they ought to have an opinion of their own. He was evidently not working for, but with, the form, as if they were equally interested with himself in making out the meaning of the passage before them. His object was to set them right; not by correcting them at once, but either by gradually helping them on to a true answer, or by making the answers of the more advanced part of the form serve as a medium through which his instructions might be communicated to the less advanced.

He not only laid great stress on original composition, but endeavored so to choose the subjects of exercises as to oblige them to read, and lead them to think for themselves. . . . Style, knowledge, correctness or incorrectness of statement or expression, he always disregarded in comparison with indication of promise of real thought, "I call that the best theme," he said, "which shows that the boy has read and thought for himself; that the next best, which shows that he has read several books, and digested what he has read; and the worst, which shows he has followed but one book, and followed that without reflection."

The boys were conscious of (what was indeed implied in his method itself) the absence of display, which made it clear that what he said was to instruct them, not to exhibit his own powers; they could not but be struck at his never concealing difficulties, and always confessing ignorance; acknowledging mistakes in his edition of Thucydides, and in Latin verses, mathematics, or foreign languages; appealing for help or information to boys whom he thought better qualified than himself to give it. . . . The very scantiness with which he occasionally dealt out his knowledge, when not satisfied that the boys could enter into it, whilst it often provoked a half angry feeling of disappointment in those who eagerly treasured up all that he uttered, left an impression that the source from which they drew was unexhausted and unfathomed, and to all that he did say, gave a double value. . . . In the subject of the lessons it was not only the language, but the author and the age, which rose before him; it was not merely a lesson to be got through and explained, but a work which was to be understood, to be condemned or admired.*

COMMENTARY.

As to Arnold's own account—what high aims are these! Evidently here is an ardent disciple of the New Education, of that education which is indeed ever new, but hath been nevertheless of old time. The first general educational principle illustrated in this teaching is one by which not only methods and studies, but teachers also may be tested. It may be expressed as follows: *The comparative utility of any teaching, and any subject of study, is to be principally estimated, not by the complement of truths of which it puts us in possession, but by the degree in which it determines our higher capacities to action.*†

Let us consider what is here implied. First, as to teaching. That teaching is most useful, not which aims at acquiring the largest number of truths in arithmetic, grammar, languages, literature, history, natural science, or other subjects, but which aims at the greatest play of energetic mental action upon these subjects,

* Letter to Mr. Serjeant Coleridge, *Stanley's Life and Correspondence of Thomas Arnold*, Vol. I., p. 324.

† *Stanley's Life of Arnold*, Vol. I., p. 130.

‡ *Ibid.*, p. 134.

* *Stanley's Life of Arnold*, vol. I., pp. 130-135.

† *Vide Hamilton's Discussions.*

* *The Great Schools of England*, page 285.

† *Mill's System of Logic*, Bk., VI., chap. I.

and such action also of the highest kind, that is to say, of the greatest number of the higher faculties. A teacher whose proposed end is the habit of easy and rapid acquisition of knowledge must certainly rank lower than one whose aim is the fullest development of both perception and memory; and the last yields, and that easily, to one whose purpose ranges to the higher order of faculties, who insists on the habits of analysis, classification, and generalization, or the constant comparison of sensations, perceptions, ideas, thoughts, words, propositions, and judgments; who thereby aspires to actualize the God-like faculty of Reason. And still higher teaching is that which concerns itself not only with thought, but with sentiment, feeling, and the grounds of volition and action. The life intellectual is much; the moral life more; the life divine, highest.

As to method, the same argument applies. That method is the best which tends to cultivate the greatest number of the nobler faculties in the highest degree. The application of the principle to subjects of study has been elaborately illustrated by Sir William Hamilton in his argument against the claims of mathematics.

The general principle as stated may be sub-divided. First: Energy is a higher product than knowledge. Mental exercise is more valuable than information; expansion of power, development of faculty, more essential than scholarship. This may be illustrated by many authorities. "Every power," says Aristotle, "exists *only* for the sake of action." "The intellect," says Aquinas, "commences in operation, and in operation it ends." "Neither in point of fact is there any proportion between the possession of truths and the development of the mind in which they are deposited. Every learner in science is now familiar with more truths than Aristotle or Plato ever dreamt of knowing; yet compared with the Stagirite or the Athenian, how few even of our masters of modern science rank higher than intellectual barbarians!"*

This last quotation exemplifies the sense in which the term *knowledge* is used in the maxim, "Energy is a higher product than knowledge." Knowledge is the mere possession of truth; energy is the power—actual or potential—gained by the free exercise of the faculties. This aspect of the principle is exemplified in Arnold's teaching by the care taken to foster self-activity, and by his resolute refusal to freely give them the knowledge which he had in store. "There is no use, educationally, in telling you the results to which I have come." It is interesting to note, in Stanley's *Life of Arnold*, how often this feature comes out. Compare his maxim, "You come not here to read, but to learn how to read," with his "increasing conviction that 'it was not knowledge, but the means of gaining knowledge which he had to teach.'" Note

also that, "as a general rule, he never gave information, except as a kind of reward for an answer, and often withheld it altogether, or checked himself in the very act of uttering it"; and that "his explanations were as short as possible,—enough to dispose of the difficulty and no more."

The second sub-division of the general principle may be thus expressed: "That teaching is the best which exercises the largest number of faculties, and those of the nobler sort." That the bearing of this principle may be understood, we must consider the logical subordination of the faculties of the mind. Perception, external and internal, memory, recollection, imagination, are called the presentive faculties; they present to the higher faculties,—to the elaborative and regulative powers of the mind,—the materials upon which the latter exercise themselves; that is to say, all the higher powers of comparison, analysis, generalization, and reasoning, have their activity in the products of the activity of the lower presentive powers. There is also to be considered the distinction between *growth* of mind and *development* of mind. "By growth (physical) is to be understood *increase of size*; by development, *increase of structure*. And the law is that great activity in either of these processes involves retardation or arrest of the other.

. . . . A girl develops in body and mind rapidly, and ceases to grow comparatively early. A boy's bodily and mental development is slower and his growth greater."* A more recent writer has a note on this: "When speaking of the physical organism, we distinguished between growth and development. . . . And an organ as the brain may develop long after it has ceased to grow. It is possible to apply this analogy to mind. We may say the mind grows when it increases its stock of materials; it develops in so far as its materials are elaborated into higher and more complex forms. Mere growth of mind would thus be illustrated by an increase in the bulk of mental retentions, *i. e.*, in the contents of memory; development by the ordering of these contents in their relations of difference and likeness, and so on."†

What is meant by the exercise of the largest number of faculties of the higher kind may be shown by the subject-matter of history. This branch of study may be taught (and with much carefulness and exactness, too) as an exercise of the representative powers; *i. e.*, perception, memory, recollection. Imagine, however, another case where there is an interpretative study of the details, with a reconstruction of the whole environment of prominent men, places, and events, and an analytic study of the relative importance of campaign, revolutions, social changes, etc., and you have an entirely different kind of mental activity, developing and fixing habits of intellect far superior to the former case.

This higher form of activity includes such acts as the forming of general notions; *i. e.*, of analysis, classification, and generalization, all of which, according to Sir William Hamilton, are to be rightfully classed under the power of comparison. This doctrine of higher energy, may be compared with the distinction between presentive; *i. e.*, intuitional and representative consciousness,—*thought*. "Thought proper, as distinguished from other facts of consciousness, may be adequately described as the *act* of knowing or judging of things by means of *concepts*;"* *i. e.*, general terms. But there are higher forms of mental exercise than those that are purely intellectual. There is the whole range of feeling, including sentiment, taste, moral quality, likes and dislikes, the passions generally. As a great authority remarks, without an appeal to the feelings, what can education accomplish? Education has to do with knowledge, it is true, but with knowledge as a *means*. "Knowledge is only precious as it may afford a stimulus to the exercise of our powers and the condition of their more complete activity." The main duty of the instructor is not simply "to communicate knowledge, but to do this in such a manner, and with such an accompaniment of subsidiary means, that the information he conveys may be the means of awakening his pupils to a vigorous and varied exertion of their faculties." †

(To be continued.)

THE ARNOLDS AS EDUCATIONISTS.

THE official reports of both Matthew and Edward Arnold for years previous to the passing of the Act of Mr. W. E. Forster (who married their sister Jane) were constantly bringing before the English Government the dire necessity of providing the people with good education. The prevalence of crime and vagrancy and immorality; the almost universal ignorance of criminals and vagabonds; the number of marriages where one or other of the parties signs the register with a mark; the inferiority in information of the laboring classes in this country, as compared with those of Germany and America—these broad facts the two Arnolds, as inspectors of schools, were constantly laying before the proper authorities, and they undoubtedly had no small share in the work which was put into legal operation by their brother-in-law, then a member of Mr. Gladstone's first Government. The act of Mr. Forster is now bearing fruit. An educated people have demanded and received a fuller share in the government of their country.—*From Education for March, Boston.*

* Mansel, Fleming's *Voc. of Philos.*, art. "Thought and Thinking."

† Hamilton, *Metaphysics*, Lect. I.

* Hamilton, *Discussions*.

* Lewes, quoted by Hoose, *Methods of Teaching*, p. 91.
† Sully, *Psychology*.

TORONTO:

THURSDAY, APRIL 16, 1885.

In Memoriam—Robert Little.

To record the death of Robert Little, late Inspector of Schools for the county of Halton, is the saddest and most painful public duty that has ever fallen to our lot.

It is perhaps known to all the readers of the WEEKLY, that the editor of this paper had, for a year past, been associated with the late Mr. Little in doing a special work for the Education Department. It was intended and hoped that this work should be accomplished at the beginning of this year; but delays, unexpected and unavoidable, prevented this. In his great anxiety to finish the work at the earliest possible moment, Mr. Little labored beyond his strength,—beyond indeed the strength of any man. At last he broke down. His constitution could not endure the strain put upon it. A cold, caught only a few days ago at the time of this writing, rapidly developed into pneumonia, with typhoidal symptoms. Only a bare week elapsed from the time he and the writer were busily working at their common task until he sank down in his bed, like a weary child, and fell into his last sleep. Of a truth it often is, that: *Two women shall be grinding together; the one shall be taken and the other left. Two men shall be in the field; the one shall be taken and the other left.*

Mr. Little was born on February 7, 1835, and so was but fifty years old when he died. His life, no doubt, was greatly shortened by the unceasing labor to which he ever subjected himself. An Englishman by birth, he was Scotch by descent and education. His boyhood was spent in Edinburgh, where he attended some of the best schools,—among others the celebrated Lancasterian School of the Dun family. He was, also, for some time, a successful student of the School of Arts. He received in Edinburgh, too, his professional training as a teacher. In 1852 he came with his father and mother to the township of Esquesing, county of Halton. Here he taught school for eleven years. His self-sacrificing character was shown in those early days in a most marked manner. He refused many offers for engagement elsewhere, even at much larger salaries, believing there was especial work allotted to him to do in his own school. In 1863 he removed to Acton to take charge of the

school there, and in 1871 he became inspector for the county in which he first labored, and in which he has ever since remained.

As an inspector his work was characterized by a thoroughness, an exactness, a conscientious discharge of all the duties and responsibilities of his office, which if described in detail, would be completely incredible to those who did not know the man. As a result, there was undoubtedly, for some little time, complaints about his strictness. But as people began to find how in everything he was scrupulously just, and at heart as tender as a child, those who first opposed him became his warmest friends and most faithful supporters; and for years past he has had to the full, not only the respect and confidence, but the affection, and it may almost be said, the veneration, of the pupils, the teachers, and the town, township, and county officials with whom he has had to deal.

Mr. Little, though not a university-bred man, was, in every higher sense of the word, a scholar. He had read deeply in every branch of liberal education. His rare abilities were aided by a most excellent memory, which never seemed to fail him, in bringing forward apposite fact or quotation, for conversation or argument. But like every real scholar, he had his special lines of research. As a chronologist he had no equal in the Province; and as an Egyptologist he perhaps had no superior. His work, however, was done so quietly and unostentatiously that few people knew of his studies except his correspondents who were in the same fields. One of the best, and, certainly, most accurate of our school text-books was written by him; and excepting the publisher and the members of his own family, not perhaps more than three persons, knew of its authorship,—until within a few months ago, when the present writer discovered it, and immediately made it known to as many as he could tell it to. In this, and in almost all the work he did, beyond that of his inspectorial duties, he not only labored anonymously, but entirely without remuneration.

His merit as an inspector and school officer was early recognized at the Education Department. In 1875 he was deputed by the late Dr. Ryerson to go to Algoma and organize the newly settled country there into school sections. The useful-

ness of his labors were recognized also by Mr. Crooks, on his accession to office, and altogether Mr. Little spent four summers of most arduous toil in Algoma and Parry Sound, laying, what may be called, the educational foundations of those districts.

Mr. Little's devotion to his profession was heart-whole and consecrated. He looked for no reward save the good that might accrue from what he did. It may be doubted if he even thought of *this*. It was an intention of his to prepare a series of papers for the readers of the WEEKLY on School Government and Organization. The last reading he ever did, and that only a few days ago, was of a book in his own special line of study, which he had kindly promised to review for the columns of this paper. These would have been unremunerated labors of love and friendship. His whole purpose in life seemed to be to do everything that he could possibly do to promote the interests of education and of educational workers.

From what has been said, it will be seen that it was *character* that gave to our late friend's life its most potent value. This shone from him as lustre from the diamond. Nay, more; while, like the diamond, his life was lustrous in the strongest light, unlike it and superior to it, it was equally lustrous amidst gloom and darkness. A real Christian, Christianity but served to make stronger and purer instincts for beauty and truth that were already true and beautiful. The writer can testify, as perhaps would be testified of few men, that a whole year's constant association with him, day and night, never discovered, as in him or escaping from him, one act or *one word* which manifested self or the thought of self. He seemed to be influenced by no other motive than desire to do his duty; and from what the writer has learned, he can testify, too, that in all the relations of son, brother and husband, his life was such as earth rarely sees. His devotion to his mother was of that exalted, chivalrous sort that sometimes fiction dares to picture, but reality rarely vouchsafes.

A unique feature of the funeral ceremonies was a spontaneous gathering, after the burial, of friends—friends who had long ago been his pupils, or who more recently had learned to love him, and many, many others—to bear witness publicly to the high esteem in which they had held him whom they had just laid in the grave.

The County of Halton loses a most effi-

cient officer. His place will be difficult to fill. The greatest care and wisdom should be exercised in the selection of a successor to the late incumbent of the inspectorate. A hurried or injudicious choice would work irreparable loss to the cause of education in the county. The inspector of public schools wields an influence whose potency for good or evil can scarcely be over-estimated. As in the teacher, so in the inspector, character is the main thing.

We have written at length, and with a depth of feeling begotten of admiration and love. We cannot refrain from adding to what we have said, George Herbert's *Honest Man*. Those who knew best the friend we mourn, will be most ready to acknowledge these sturdy lines as applicable to him, for he was in truth and in deed an "honest man."

Who is the honest man?

He who doth still and strongly good pursue,
To God, his neighbor, and himself most true:
Whom neither force nor fawning can
Unpin, or wrench from giving all their due:

Whose honesty is not

So loose or easy, that a ruffling wind
Can blow't away, or glittering look it blind:
Who rides his sure and even trot,
While now the world rides by, now lags behind:

Who, when great trials come,

Nor seeks nor shuns them; but doth calmly stay
Till he the thing and the example weigh:
All being brought into a sum,
What place or person calls for, he doth pay:

Whom none can work or woo

To use in anything a trick or sleight;
Far above all things he abhors deceit:
His words and works and fashion too,
All of a piece, and all are clear and straight:

Who never melts or thaws

At close temptations: when the day is done,
His goodness sets not, but in dark doth run:
The sun to others writeth laws,
And is their virtue: virtue is his sun:

Who, when he is to treat

With sick folks, women, those whom passions
sway,
Allows for that, and keeps his constant way.

Whom others' faults do not defeat,

But though men fail him, yet his part doth play:
Whom nothing can procure,

When the wide world runs bias, from his will
To writhe his limbs, and share, not mend the ill.
This is the marksman, safe and sure,
Who still is right, and prays to be so still.

Table Talk.

MR. ALFRED AINGER is going about the completion of his edition of Charles Lamb's works, adding a new collection of letters.

IN 1883, the American publishers issued 3,481 books, the German, 14,802; in 1884, the American 4,088, the German 15,607.

ENSIGN HARLOW, of the Greely relief expedition, has written for the *May Century* a paper on "Lieutenant Greely at Cape Sabine."

JOHN MURRAY will issue immediately Professor Leone Levi's contribution to present-day political economy, *The Wages and Earnings of the Working Classes in 1883-4*.

MR. F. MARION CRAWFORD has just completed a new novel, "Zoroaster the Prophet," which he has placed in the hands of Macmillan & Co. for immediate publication. It is his sixth.

THE Earl of Lytton's new poem, *Glenaveril; or, The Metamorphoses*, will be published in six books, a book each month, by the Appletons. As has already been announced it is a picture of modern London life.

Chinese Garden: The Uncrowned King, is the title of a small paper-covered ribbon-tied book, by Laura C. Holloway, which Funk & Wagnalls have just issued. It is a compilation from Gordon's private letters of his sentiments regarding life, duty, and religion.

THE new way of advertising publications—that of rewards for guessing the authors—is gaining ground. *Literary Life* announces a series of twelve anonymous articles, each by a different writer, and promises \$500 to the person who correctly guesses the authorship of the whole number.

DR. HOLMES' life of Emerson is reviewed by Mr. Walter Lewin in the *Academy*. Mr. Lewin, however, is not altogether complimentary to Dr. Holmes, finding only two chapters in his book which are really to the point, considering how much on the same subject we have had before. These are the chapters defending Emerson's rank as a poet.

MESSRS. MACMILLAN are about to issue a treatise on the nature of the fine arts by Mr. Henry Parker, Fellow of Oriel College, Oxford. Its eight chapters deal respectively with art and science; theory and practice; realistic theory; artistic opinion; taste; poetry and painting; statuary, architecture, and music; and art and nature.

AMONG the many letters which Mr. Bosworth Smith has received from admiring readers of his "Life of Lord Lawrence" is one from Lord Dufferin, written *en route* to India. Lord Dufferin speaks of it as one of the best biographies he ever read, a fitting record of the life of one of the greatest of English officers in India.

SIR WILLIAM THOMSON'S idea of employing the water power of the Niagara Falls for the purpose of generating electricity by dynamo machines has been realized. In the mill of Quimby and Company magneto-electrical machines are driven by the force of the waters, which supply the electricity for a large number of telephones, many of them being in Buffalo, twenty-five miles distant.

THE *New York Times* says: "Mr. Charles Scribner on March 21 gave a dinner at the

Union League Club to the authors of the several short pieces of fiction printed in the series stories by American authors, recently published by the Scribner house. The menu design was copied from the cover of the series, and bore the inscription, "Stories by American Authors. Recuperative Supplement. Special Limited Edition from New Plates."

"We note in a Bath bookseller's catalogue," says *The Pall Mall*, "a copy of the suppressed Lytton Letters. It has been extra-illustrated, and a note gives the gratuitous information that 'this copy is one of two only that got in circulation before the order was issued to suppress them.' We think fifty would be nearer the mark. Is it not rather a daring thing to openly advertise for sale a book which has so recently been suppressed?"

IN the *May Century*, a paper which is said to be of unusual weight and interest, will appear, from the pen of the Rev. T. T. Munger, of North Adams, Mass. Mr. Munger takes up the subject of "Immortality and Modern Thought," and makes at least the attempt not to summarize what has already been said on the subject, but to throw new light upon it, mainly from the scientific standpoint; in other words, not to summarize past accomplishments, but actually to advance the discussion a step farther.

IN many branches of manufacture in the United States the cost of production has been reduced so much, that were its tariff abolished the Republic would flood Europe with cottons, the cheaper sort of woollens, and light machinery. Besides its supreme advantage in raising its own breadstuffs and raw materials of manufacture, it enjoys an immeasurable blessing in freedom from the cost of a standing army. Perhaps the time is coming when the peaceful American Republic shall by stress of commercial competition oblige the nations of Europe to lay down their arms.—*The Week*.

AFTER speaking in high terms of the University of Pennsylvania, *The Philadelphia Press* adds the following paragraph: "There is need outside the University for some public provision for intermediate education. Our city is, perhaps, the only one in the North which reaches no helping hand to young men who are seeking a liberal education. Elsewhere there are high schools and academies in the public school system which teach the Latin, Greek and mathematics that a young man needs to enter college. To those who are looking forward to the ministry of any Christian Church this education is indispensable. In Philadelphia there are more than four hundred churches, but they generally are filled by clergymen who come from other parts of the country. It is rare to find a Philadelphian by birth in any of our city pulpits. We draw upon wiser and more generous communities for our supply in this matter. We do educate some clergymen, and even export some good ones, such as Professor Phelps, of Andover; Heber Newton, of New York; his brother, at Pittsfield; Sparhawk Jones and George Purves, of Baltimore; Father Ritchie, of Chicago; Robert Patterson, of Cincinnati, and others. But the home supply is inadequate to the home demand. These are some of the things which should be seen to. Our power as a city is enlisted in seconding the University in doing all that it can for the diffusion of 'sound knowledge and useful learning.'"

Special Papers.

RIVERS OF ICE.

AT the lakeside, where the crumbling away of the banks has laid bare the solid rocks beneath, the upper surface of the limestone presents a beautiful, smooth, polished surface, which can be traced along the whole range of the rocks wherever they crop out to view. The dashing of the waves has not done it, for it is observed away inland, is above the level of the waters, and is parallel to the lake surface, and is covered with long parallel grooves and scratches that point rather to a graver's tool than the lapping waves. A little farther east the rock bends down, leaving an immense basin, which has been filled up with boulders, gravel, sand, and clay—a mixture such as we never find in running streams of water or in beaches thrown up by the lake waves. In running streams the boulders are dropped first, farther on the gravel, then the sand, while the mud and clay is washed into the harbor to form bars or deltas. This mixed-up mass of stones and clays, this exposed gravel pit has not been laid down or heaped up by a stream of water. After carefully observing that the only rock laid down beneath the soil is limestone, we leave the shore and take a brisk walk over the country towards the north. We notice rounded boulders of all sizes and shapes lying strewn about in every direction. They are not limestone, therefore they do not belong to this part of the country—the limestone rocks are the natives, the aborigines; these are foreigners who have been here a long time, 'tis true, but yet can at once be recognized as strangers. How they came to this country we shall later on discover; now we shall closely observe them. They are hard, toughened, wrinkled rocks, that seem to have weathered many years of storm and rough usage, and here and there gleam out from their polished glassy surfaces. Like the limestone surface, they are nicked and gouged, grooved and scratched, bearing on every inch of surface the marks of hard usage—scarred veterans transported from their native home and left here scattered about in apparent loneliness and confusion. Apparent only, however, for if we count them we shall soon be surprised at the vast number, and, if we observe their arrangement, we shall see that they are dropped in long lines, irregular, but quite parallel, running in the same direction as our gravel bed and the lines of scratchings on the limestone rock. There is no real room for chance in this world, however, and we have now sufficient points enumerated to justify us in seeking some scientific cause for these effects which appear thus related to one another. Polishings, groovings, gravel beds, and other

effects can be observed all over our country but to watch their actual, present formation we must go off to the mountains covered with snow and ice, and spend some time in watching the formation and progress of that which we have started out to describe, a River of Ice.

The mountain peaks are nearer to the sun than the plains, but they are much colder; snow does not lie the whole year round on the broad prairies, nor are scorching sands found on the mountain slopes. The reason you can easily explain to yourself by throwing a snowball or stone against the side of a barn or fence—you will make a heavier blow and a louder noise just as you throw *square* against the boards. The rays of the sun strike with full effect upon the broad plains, they strike the steep mountain side at an angle and glance off. The ancients fought with curved and pointed shields to ward off arrows—the mountains are immense pointed shields that ward off the tiny arrows of light that strike upon them. The peaks are therefore cold, and the watery vapors that come up from the heated regions below freeze into ice and fall in snow upon the summits. Year in, year out, the snowbanks increase, the pressure of snow on top packs that below into ice just as you press the snow into a hard icy snowball. But the sides of the mountains are inclined, and form deep valleys—into these the snowbank begins gradually to slide, and our river has begun its journey. We might say it commences to flow, but so slow is its motion that we more truly say it *creeps* down the valley. The summit fills up constantly, shoves down its increasing mass of ice and snow, and thus keeps up a continual supply for the river of ice. The broad ice field above is called the *sea of ice*, the streams that move off in different directions are the rivers flowing out of it. On and on the ice pushes its way, tearing out the rocks, grinding down the mountain sides, scratching long grooves with the stones that are frozen into its cold grasp, and carrying everything before in a most tyrannical and merciless manner. Where the slope is small a foot a day will not be traversed, but at a steep descent the whole mass will crack from side to side, jostle along in more rapid confusion and dash over a ledge of rock with crashing of boulders and flying of ice splinters—falls of ice. At the foot of this strange cascade the blocks are pressed together, frozen into a solid block once more, and the river moves on slow and sure as ever.

Weeks, months, years, the straggling river will wind its way down towards the bottom of the valley, gathering up the loose rocks along its course, digging its channel ever deeper and smoother, and collecting an immense amount of earth and rock to be laid down in the plains below.

The glacier is gradually coming into a

warmer climate, the sun's rays are falling more directly, and streams of water trickle down the sides, drop through the crevices, and gather along the bottom among the sand and gravel. A little farther on and the muddy stream flows out from beneath the ice and dashes on ahead of its feeble parent. The ice-river is changing to a water-river, forming here the fountain-head or source.

A strange sight is this great ice-stream, or ice-field, with its long heaps of gravel, its murky water, its deep and dangerous crevices, while on either side the mountain is covered with vegetation. In places the wind can almost blow the petals of the delicate flowers upon the cold stream of ice.

If we go away to Alaska, or Greenland, the streams are found to be fields of ice miles in width shoving their cold tips down into the ocean. The water pushes up and snaps off a tip and it floats away—an iceberg, bound for the warmer southern seas. There gradually it melts away and drops its load of stone and dirt to the bottom, forming after long years a low extensive dangerous shoal or sandbank.

But we return to our own country. We have seen the ice producing exactly the same effects elsewhere as we see around us here, and we conclude that moving ice has polished the limestone, dumped the gravel beds, strewn along the boulders, and probably hollowed out the basins of the great lakes before us. There are no snow clad mountains above us—therefore we conclude that at some time a vast sheet of ice must have moved over this whole country from the north; that this was once an iceland, one vast extent of snow and ice that slowly shoved its way south from the cold regions towards the poles. The granite and other boulders that we find piled in almost every field or along the rail fences on the farms have had their home in the hills to the north of us, and after an interesting, though cold, rough trip have been left behind as the sun has melted away the fields of ice.

Charles James

We learn by a letter from Dr. Schmidt that the new revised edition of his *Lexicon*, which has long been out of print, is nearly ready for publication. We infer from what he says that it is to be printed from the old stereotype plates, with the correction of sundry misprints and such little changes here and there as his continued study and research have led him to make. We may add that we have lately heard of a copy of the original work in good condition, which the owner is willing to dispose of.—*The Literary World*.

Mathematics.

HYDROSTATICS.

1. A body floats in one liquid with $\frac{3}{4}$ of its volume immersed, in another with $\frac{1}{2}$ volume immersed. Compare the specific gravities of the two fluids.

Answer.—9 : 8.

2. A cylinder of wood, 3 feet in length, floats with its axis vertical in a fluid of twice its specific gravity. Compare the forces necessary to raise it 6 inches and to depress it 6 inches.—(Besant.)

Answer.—They are equal.

3. Distinguish between whole pressure and resultant pressure.

4. A ring consists of gold, a diamond, and three equal rubies. It weighs 50 grains and in water 44 grains. When one ruby is removed, the ring and remaining jewels weigh 3 grains less in water. Find weight of diamond and gold respectively; the specific gravity of gold being 19, of diamond $3\frac{1}{2}$, and of ruby 4.

Answer.—Gold, $34\frac{1}{2}$ grs.; diamond, $3\frac{1}{8}$ grs.

5. Equal weights of two fluids of which the densities are 1 and 2 are mixed together, and one-third of the whole volume is lost by contraction. Find density of resulting fluid.

Answer.—2.

6. A rectangle 8 inches by 4 inches has its longer side in the surface of a liquid and the rest immersed. Divide the rectangle by a horizontal line into two parts on which the pressures are equal.

Answer.— $2\sqrt{2}$ and $4 - 2\sqrt{2}$.

7. Prove that, in the case of water being level with the top of a flood-gate, the pressure against the lower half is three times the pressure against the upper half of the gate. Compare the pressures against the uppermost and lowest fourths.

Answer.—1 : 7.

8. A block of wood, the volume of which is 4 cubic feet, floats half immersed in water; find the volume of a piece of metal, the specific gravity of which is seven times that of the wood, which, when attached to the lower portion of the wood, will just cause it to sink.—(Besant.)

Answer.— $\frac{1}{2}$ of a cubic foot.

Robt. Tolson.

PAPERS IN FACTORING. V.

1. $10x^2 + 27xy + 18y^2 + 34x + 45y + 28z^2$.
2. $10x^2 + 27xy + 18y^2 + 34x + 45y + 28$.
3. $x^2 + 2xy + y^2 + 3x + 3y + 2$.
4. $x^2 + 2xy + y^2 + 5x + 5y + 6$.
5. $x^2 + 5xy + 6y^2 + 5x + 13y + 6$.
6. $x^2 - 7xy + 12y^2 + 9x - 31y + 20$.
7. $x^2 - 9xy + 21y^2 - 10x + 43y + 21$.
8. $x^2 - 4xy - 12y^2 - 8x + 8y + 15$.
9. $9x^2 + 6xy - 7y^2 - 10x + 18y - 11$.
10. $a^2 - ab - 4b^2 + 5a + 43b - 6$.
11. $3x^2 + 8xy + 4y^2 + 6x + 8y + 3$.
12. $2a^2 - 7ab + 6b^2 + 9a - 14b + 4$.
13. $4a^2 - 12ab + 9b^2 + 14a - 21b + 10$.
14. $12x^2 - 13xy + 3y^2 - 29x + 18y + 15$.

15. $20x^2 + 23xy + 6y^2 - 17x - 11y + 3$.
16. $16x^2 - 46xy + 15y^2 - 34x + 34y + 15$.
17. $28a^2 + 59ab + 30b^2 - 62a - 61b + 30$.
18. $a^2 - 5ab + 6b^2 + 2a + 7b - 3$.
19. $12x^2 + 23xy + 10y^2 - 14x - 21y - 10$.
20. $8a^2 - 22ab - 21b^2 + 22ac - 26bc + 15c^2$.
21. $18a^2 + 3ab - 10b^2 - 15ac - 44bc - 42c^2$.
22. $35a^2 - ab - 6b^2 - 31ac + 34bc - 40c^2$.
23. $2x^2 + xy - 6y^2 - xz - 19yz - 15z^2$.
24. $x^2 - 25y^2 + 4zx + 50yz - 21z^2$.
25. $4x^2 - 9y^2 + 24yz - 16z^2$.
26. $21a^2 + 20ab - 25b^2 + 12ac - 30bc - 9c^2$.
27. $x^4 + 5x^2y^2 + 6y^4 + 2x^2z^2 + 7y^2z^2 - 3z^4$.
28. $3a^4 + a^2b^2 - 4b^4 + 10a^2c^2 - 17b^2c^2 - 13c^4$.
29. $9x^4 - x^2y^2 - 8y^4 - 2x^2z^2 + 10y^2z^2 - 11z^4$.
30. $42x^4 + 41x^2y^2 - 66y^4 + 4x^2 + 158y^2 - 80$.

ELEMENTARY PHYSICS.

Questions Selected from Hill's Manual.

Third Law of Motion.

1. In the third law of motion what is asserted of any force which alters the state of rest or motion of a body as a whole? Give an illustration.
2. What does the third law of motion assert of the momenta generated in the parts of a body or system of bodies by the action of internal forces? Illustrate this truth by the example of firing a gun.
3. How is the third law of motion sometimes stated?
4. Illustrate this law by the example of a stone falling to the ground.
5. How does the discharge of a cannon which is firmly fixed to the ground furnish another illustration of the same law?
6. According to this law of motion what must take place whenever a man leaps upward from the ground?
7. Suppose a bomb-shell flying along with a velocity of 200 m. per second explodes into two parts of equal weight, one of which is propelled forwards in the exact direction in which the shell is moving with an additional velocity of 200 m. per second. Show, by means of the third law of motion, that the other half of the shell will be brought to rest in consequence of the explosion.
8. Explain the ascent of a rocket.

Universal Gravitation.

1. Into what three groups may the forces of nature be divided?
2. What is the distinction between molecular and atomic forces?
3. Illustrate the general fact that some of the forces connected with molecules and atoms may be characterized as permanent, while others are temporary and evanescent.
4. What is the most important and best understood force belonging to matter?
5. What question respecting terrestrial gravity did Newton ask himself, and what answer did he find by experiment?
6. Describe the "guinea and feather" experiment, stating clearly what it proves?
7. What prevents us from making exact experiments on bodies falling freely?
8. What effect would changes in the force of gravity have on the oscillations of a pendulum?

9. Show that the measure of the force of gravity which acts on one gramme is equal to 9.8. What will it be on 5 grammes?

10. How is the vertical direction defined? How found by experiment?

11. Why are plumb lines not strictly parallel? What change in the direction of a plumb line is produced by travelling one mile on the earth's surface?

12. What effect on the weight of a body would be produced by a change in the mass of the earth or attracting body?

13. State the law of "inverse squares," or law which expresses the mathematical relation between the distance of two bodies from each other, and the force of attraction between them.

14. Give the complete statement of the law of universal gravitation.

15. Illustrate this law by supposing different numerical values for the attracting masses and their distance from each other.

Centre of Gravity, etc.

1. Show how the force which gravity exerts on a body may be resolved into a system of parallel forces, and from this point of view give a definition of the centre of gravity of a body.

2. Describe a simple practical way of finding the centre of gravity of a body.

3. If we have a heavy solid resting on a base, what condition must be fulfilled in order that it may remain at rest? Prove the necessity of this condition.

4. Define the stable equilibrium and the unstable equilibrium, and give examples of each.

5. State a simple law which will always decide whether an equilibrium is stable or unstable. What grounds are given for the truth of this law? Illustrate its application by the example of the egg.

6. Define neutral equilibrium, and give an example.

7. A cone is placed on its apex on a flat horizontal surface; determine the kind of equilibrium.

8. A uniformly heavy circular wooden disk has a piece of its substance taken out, and a piece of lead inserted instead. In what position will it rest on a flat horizontal surface?

9. How will a man rising in a boat affect its stability?

10. Why is a cart loaded with hay more liable to be overturned from irregularities in the road than one loaded with the same weight of lead?

11. Describe briefly the balance, and show that a sensitive balance enables us to ascertain with great exactness the weight of a body.

12. Can you determine what must be the position of the centre of gravity of a balance relatively to the centre of suspension in order that the balance may be very delicate?

13. Explain the use of the pendulum, (1) in detecting changes in the force of gravity, (2) in regulating clocks.

14. What is meant by the isochronism of a pendulum, and how was it first discovered? What is the length of a seconds pendulum?

15. What is the law which expresses the relation between the time of oscillation of a pendulum and its length?

The High School.

QUESTIONS ON THE LADY OF THE LAKE.

1. To what class of poetry does The Lady of the Lake belong?
2. Explain what you mean by a narrative poem.
3. Is The Lady of the Lake a narrative poem?
4. Name a great English poem in which narration and description are combined.
5. Is Sir Walter Scott a subjective or objective poet?
6. Explain what you mean by subjective poetry.
7. Both Scott and Wordsworth loved—yes, revered nature. Point out the manifestation of this in their works.
8. Wordsworth wrote:—
"To me the meanest flower that blows can give
Thoughts that do often lie too deep for tears."
Point out in these lines any elements of subjective poetry.
9. Quote a stanza from The Lady of the Lake embodying the element of objective poetry.
10. Hutton says, speaking of the last visit paid to Scott by the poet Wordsworth, "It was a day to deepen alike in Scott and in Wordsworth whatever of sympathy either of them had with the very different genius of the other." Why was there a lack of sympathy between Scott and Wordsworth?
11. Name two poems by Wordsworth commemorative of his last visit to Scott.
12. Were Scott and Burns contemporary poets?
13. Scott wrote:
"Sound, sound the clarion! fill the life!
To all the sensual world proclaim,
One crowded hour of glorious life
Is worth a world without a name."
To what do these lines give us the key note?
14. Did Scott write any lyric poetry?
15. Explain what you mean by lyric poetry.
16. A writer says: "While Wolfe was climbing Abraham's Heights to snatch the Bourbon lilies the peasant king of lyric song was born." To whom does the writer refer?
17. Sketch the first meeting of Scott and Burns.
18. What great poet was born the year succeeding Scott's birth?
19. Where is the scene of The Lady of the Lake laid?
20. Describe in your own words the various lakes and mountains mentioned in The Lady of the Lake.

John D. Hagan

ANTIBARBARUS.

[By the courtesy of Edgar Shumway, Professor of Latin in Rutgers College, the editor of *Latine*, we are permitted to reprint these useful papers which have been translated from the German of Meissner.]

(Continued from a previous issue.)

Example, good example, exemplum praeclarum, clarum, luculentum, illustre, *not* ex. bonum, which = a good model. Give an example, exemplum edere, prodere, *not* dare. "For example," usually ut, sicut, velut, *not* exempli causa, which is to be

used only in a complete sentence with verbs like ponere, afferre, et al. To give Socrates as example of virtue = a Socrate exemplum virtutis petere, *not* Socratem exemplum virtutis offerre. To use as an example = ut hoc utar, offeram, *not* ut exemplo utar.

Exceed moderation (or temperance), modum transire, excedere.

Exception, all, without exception, omnes ad unum, *not* the exceptione, which = without limitation, unconditioned.

Execution, when it = completion, confectio or by a circumlocution, *not* executio (post-class.).

Exert one's self, operam dare, *without* sibi; to exert one's self greatly, studiose, enixe operam dare, *not* magnam operam dare. Without exertion, sine negotio, labore; without any exertion, nullo negotio, sine ullo labore; with light exertion, facile, *not* facili negotio.

Exert one's self to secure an office. Petere magistratum, *not* ambire, which is used only with the accusative of the person (aliquem).

Exist, esse, *not* existere, which = step forth, arise.

Experience, usus, *not* experientia, which in classic prose = test, trial.

Expose one's life to danger, vitam suam (salutem) in discrimen offerre, *not* exponere.

Express, by words, dicere, *not* exprimere, which = express clearly and plainly (in technical terminology of art—e. g., imagines exprimere).

Eyes, all eyes were turned toward = omnium oculi conversi erant, *not* omnes oculi—. Place before your eyes = ante oculos vestros proponite, *not* vobis ante oculos pr.

Fable, this fable teaches us, "haec fabula docet," without "nos."

Farewell, to bid one farewell, "valere inbere aliquem," *not* "vale dicere alicui" (poet. and post-class.).

Fearless, usually by a circumlocution with "metus" or "timor." *not* by "intrepidus" (post-class. and poet.).

Feel pain about something, "dolorem capere ex aliqua re," *not* "de aliqua re." So "voluptatem capere," "percipere ex aliqua re."

Fellow-Citizen, "civis," *not* "concivis."

Few, "how few there are that are satisfied!" "quotus quisque est quin sua sorte contentus sit." "Only a few," simply "pauci."

Figures, "geometric," formae geometricae, *not* "figurae."

Filled with joy, "gaudeo affici," or stronger, "perfundi," *not* "compleri," which is used only seldom by Cicero, while "gaudeo impleri" does not occur at all in his writings. In general, "completo," "implere," "explere," are not to be used in connection with substantives of emotion.

Finally, when introducing the last portion of discussion, "restat" or "reliquum est," *not* "postremo" or "ad extremum."

Find, idiomatically—e. g., "find belief"—equals "fidem habere," "find satisfaction" equals "acquiescere in aliqua re," "find approval," "probare."

Fine opportunity, simply "ocasio" or "ocasio ampla," "praeclara," *not* "opportuna."

First, second, in counting, "unus" (*not* "primum"), "alter" (*not* "secundus"), "tertius, etc.

Firstly, secondly, in enumerating, "primum, tum, deinde," *not* "primum, secundo, tertio."

Flourish, "literature, arts flourish," "litterae, artes vigent," *not* "florent," which is used only of persons (usually with the ablative of cause)—e. g., "laudibus, honoribus, gratia, auctoritate vigent."

Fluent of speech, "oratio expedita est et facile currit," *not* "fluit." But "flumen verborum, orationis" is classic.

Fly on high, "sublime ferri," *no*. "in sublime" or "sublimiter ferri."

Following, "in the following year," "in sequenti anno," *not* "sequente anno." He spoke as follows, "haec dixit," *not* "sequentia."

It follows that, hence, "sequitur ut," *not* "ex quo sequitur." On the other hand, we say, "ex quo," "unde," "hinc efficitur ut," or acc. c. inf.

Four. "within the four walls," "intra parietes," *not* "intra quatuor parietes."

Fragments of writings, "reliquae" or "quae restant," *not* "fragmentum," which equals "a piece which is broken off."

Free choice. imply "optio," *not* "optio libera."

Freely speak. "libere dicere," *not* "liberaliter." So frankness, "libertas."

Fulfill one's duty, "officium exsequi," "tueri," "officio fungi," et al.; "a promise," "promissum solvere," "ex-, persolvere," "promisso stare," "satisfacere," *not* "officium, promissum explere."

Gentlest, to use the gentlest expression, "ut levissime dicam," *not* "ut lenissime dicam."

Gesticulate, "gestum" (always in the sing.) "agere," *not* "gesticulationem" (post-class.).

To give laws, "lege scribere, condere, facere, constituere (leges dare" occurs Verr. 2, 49, 121; in Kull. 2, 19, 52, and 20, 54; Legg. 3, 2, 4).

Glad to permit, etc., "facile—e. g., pati—concedere," *not* "libenter."

Go over to some one, "transferri ad aliquem," *not* "transire"—e. g., the command goes over to,— "imperium transfertur ad—."

Grade, in many connections by "magnus" or "summus"—e. g., highest grade of authority, "summa auctoritas, gradus"—used only in connection with verbs, to picture a stairway or ladder, such as "ascendere, efferri, collocari," etc.

Handed down to us, "memoriae traditum est, proditum est," *not* "nobis traditum est," still less "memoria mandatum est," which equals "it has been committed to memory."

Happy life, "beata vita, beate vivere, beatum esse," *not* "beatitudo" or "beatitas" (occurring only once).

Healthfulness, "valetudo bona, prospera," *no*. "valetudo" alone.

Hear well, "auditu valere, acri esse auditu," *not* "bene audire," to be in good repute. Not to hear—i. e., to be deaf—"auribus captum esse," *not* "non audire."

Hexameter, "versus herous," *not* "heroicus," but "aetas heroica, tempora heroica," the age of myth.

The Public School.

PRIMARY APPLIED ARITHMETIC.

MISS R. M. REED, NEW HAVEN, CONN.

"We will do some buying and selling to-day. Look over the goods, and tell me what there is to sell."

Boxes of matches (empty boxes); thimbles (clay); marbles (clay); spools of thread (empty spools); lozenges (paste board disks); sticks of candy (colored sticks); pencils; papers of pins; papers of needles; pinballs; apples, pears, plums, grapes, peaches, oranges, (clay); hat-pins (splints); pens, toy watches, toy tools (paper); postage stamps, pictures, cards, sand-paper, blotting-paper, tissue-paper, narrow ribbon, narrow lace, newspapers, envelopes, star books, pencil tablets.

"George may be salesman, and set his own prices, but he is not to charge more than 15 cents for any article."

Teacher.—Nellie may run to the store, and buy a thimble for herself, and a paper of No. 10 needles for me. (She is given a ten-cent piece.)

Nellie at the store.—I wish for a thimble for myself, and a paper of No. 10 needles.

Salesman.—Thimble two cents, needles five cents, and three cents, are ten cents.

T.—Frank may buy a small bottle of ink and a half-dozen pens. (Frank is given a five-cent piece and two three-cent pieces.)

Frank.—I wish for a bottle of ink and a half-dozen pens.

S.—Bottle of ink five cents, pens five cents, and one cent, are eleven cents.

T.—Harry may buy two sheets of coarse sand-paper, and this morning's paper. (Harry is given a five-cent piece and two two-cent pieces.)

S.—Two sheets of sand-paper, four cents, and the newspaper three cents, and two cents, are nine cents.

T.—Annie may buy three two-cent postage stamps, and two sheets of white tissue paper. (Annie is given four three-cent pieces.)

S.—Three two-cent stamps, six cents, two sheets of tissue paper, four cents, and two cents, are twelve cents.

T.—Willie may buy a half-dozen apples and three peaches. (Willie is given two threes and a five.)

S.—Six apples, three cents; three peaches, six cents, and two cents, are eleven cents.

T.—Nettie may buy what she wishes to buy, and tell me about it afterwards. (Nettie is given some money.)

T.—Henry may buy anything he wants, and tell me about it afterwards. Joe may buy two sticks of candy and a watch. Tell me about the purchase when you return.

Each child tells me about his purchase after he returns. This exercise will require some tact on the teacher's part at first, that it may run smoothly; but after a few exercises the children will price the goods fairly, and count out change in a business-like way. The exercise tests the children's power to apply their knowledge of number, acquaints them with prices of small articles, and gives practice in handling money.

The prices of the different articles may be written upon the board before the class exercise, thus:

Oranges, .05	Paper of pins, .06
Apples, .02	Thimbles, .02
Grapes, .03	Ribbon per yd., .05
Pin-balls, .05	Paper of needles, .10
Lead-pencils .05	Hat-pins, .02

These are not arithmetic diversions, but legitimate means of training to a knowledge of numbers.

I attach great importance to applied number. Nice little problems about articles the children themselves buy, about things they see and do, about facts in nature, as the number of toes a cat has, the number of wings which a butterfly has, the number of legs a fly has; about numbers applied arbitrarily, as the days in a week, the things in a dozen, the things in a score, the sheets of paper in a quire, the months in a year, the gills in a pint, pints in a quart, quarts in a gallon, in a peck, in a bushel.

I have selected a few which I have heard:

If I tell John to lower half the windows in this room, how many will he lower?

If you have three holidays in a winter term, and two in the summer term, how many holidays do you have in both terms?

If Mary writes three words, rubs out two words, and then writes three more words, how many words will she have to show me?

If Annie, Jennie, and Ned keep their hands under the table, how many hands are hidden away?

If Harry, Jennie, Robert, and Frank stand squarely upon two feet, how many feet will rest nicely upon the floor?

If there are four persons in your family, but one goes away to visit, and two of your friends come to visit you, then one of these goes away, how many persons will there be in your family?

If you have four errands to do, and forget half of them, how many do you remember?

If you drop six kernels of corn into each hill, and a worm eats one, a crow eats two, and one dies, how many are left to grow?

One mile is half the distance I walk every pleasant day. How far do I usually walk?

If you owe me six cents, and pay me in two-cent pieces, how many two-cent pieces do you give me?

If George writes the word "cup" six times, erases the word twice, and writes it over again, how many times does he write the word?

My watch loses six seconds a day, and my brother's watch gains two seconds a day. If the watches are together one morning, how much will they differ in time the next morning?

If a boy earns two cents a day, Tuesdays and Fridays, and one cent for each of the other days, how many cents will he earn during the week?

What three unequal pieces of money make six cents?

A coffee-cup holds two gills. How many cupfuls make a pint?

If your hat, coat, and book are lying on the chair, and your rubbers, mittens, and boots are scattered about on the floor, how many things must you pick up?

Examples like these make children think before they act, cultivate reason, impress

facts, awaken interest, and put knowledge in a form to use. Their office is not solely to test for facts. They furnish the best opportunity for understanding language, and for showing power to reason. I never aim to make the conditions puzzling, but give fair and open questions. I always require the problem to be illustrated when there is any hesitation in understanding it. I believe in a great amount of illustrative work to show me what the children are thinking about, and to help the child to think more clearly.

In all work with numbers, proceed by steps, following the law of dependence and of simplicity. It is not always best to finish one subject before taking up another. It is certainly very much simpler to take the first step in addition, in subtraction, and in multiplication, before taking the second step in addition; very much simpler to take some steps in fractions and in mensuration and in denominate numbers, before taking all the steps under the four fundamental rules.

Many books give quite clearly the different points under a single subject in their order, but I know of none which gives subjects in the order in which you will want to present them, if you make a logical analysis of the subject of number, for teaching. So you have chiefly to depend upon your own study.

There is no text-book calculated to be of much help to the child during the first four years. He needs none in recitation, and the work which he does by himself is represented by figures, so a book which contains a great deal of number work expressed in figures, and in the last part some examples, with blanks for figures, which figures he is to supply, and then solve the problems, is the only one which he can use. Such a book would greatly aid the teacher in the matter of time.

Notation and numeration are taught step by step, as occasion requires, and the principles acquired gradually, without effort on the part of the child.

No subject offers so many opportunities for mental activity to children just beginning school life, as simple number. In no subject is it possible to lead them to do, to talk, and to think, as in number. Every lesson makes a special demand upon their powers of close attention and of quick response. There is no subject that they enjoy more, none they take more pride in studying.

Do not forget that tact enters into all work, and that no one of the suggestions made will be of value without it. Tact is born of sympathy, and sympathy is the kingdom of heaven in all teaching. Seek it first, and all other things shall be added unto you. There is no child but is responsive to our personal interest in him, and there are few children who will be interested in their work without it.—*New York School Journal.*

THE State Superintendent of Public Instruction, of Maine, makes the following recommendations in his annual report: "(1) The abolition of the district school system; (2) the establishing a more efficient system of local supervision; (3) the making it the duty of towns to furnish free text-books; (4) enforcing the laws compelling attendance; (5) making the support of free high schools obligatory on all towns of certain population; (6) making the diplomas of the normal schools certificates of qualification for teaching; (7) authorizing a more extended course of study in normal schools."

Educational Intelligence.

"HEAD MASTER'S" GRIEVANCE.

To the Editor of the EDUCATIONAL WEEKLY.

SIR,—I read in your issue of the 17th ultimo, "Head Master's" lament at the standing insult offered to the important class known as high school head masters, in the secondary position assigned to them as high school entrance examiners.

He desires to exclude the public school inspector and two of the passive members of the board—the chairmen of the public and separate school corporations—their presence being offensive to himself and the remaining passive member, the chairman of the High School Board. The ground for his sorrow and virtuous indignation, is the apparent "want of confidence" reposed in his class in not being permitted to conduct the entrance examination without supervision. The chief foundation for "want of confidence" which really exists, he took good care not to mention—the preparation of the examination papers by persons appointed by the Education Department, and the power exercised by the high school inspectors of confirming or disallowing the entrance into the high school, of pupils provisionally admitted by the local board.

It is evident from the limited share of the examination enjoyed by this board that the "want of confidence" in the head master does not constitute a valid reason for his grievance, which must be sought for elsewhere, and seems to be narrowed down to two causes, (1) his loss of part of the fees paid for conducting the examination, or (2) his inability to judge fairly the candidate's answers.

There is no difficulty in disposing of the first cause, from the consideration of the fact that "Head Master" is an honorable man, and has only the dignity of his position at stake; therefore it would be unjust to attribute to him mercenary motives for desiring the removal of the school inspector from the board. Then the inference appears to be, that from his inexperience in public school work, he finds himself incapable of correctly valuing the answers of the candidates, and wishing to hide his ignorance, longs for the permanent absence of his experienced colleague.

It is fortunate for the reputation of high schools that many head masters had, previous to their qualification for that position, been occupied as teachers in public schools, and are thus quite competent to be intrusted with conducting the entrance examination, but there is a class of them without similar experience and therefore not qualified.

The laxity in enforcing the law and regulations governing the requirements for high school head masters' certificates, has practically opened up a royal road to all armed with the Arts' Degree to occupy the position of head master.

To the chartered colleges with university powers has been granted the privilege of deciding what the attainments of those who are to assume the duties of high school head masters are to be, with the exception of professional knowledge, which is to be acquired from their successes and failures in their class rooms.

Until recently the colleges had practically in their hands similar power in the granting of degrees of Doctor of Medicine, entitling the holders to practise the profession of medicine. The College of Physicians and Surgeons (embracing all registered medical men), finding the trust abused, now compels all candidates for licenses to appear for *Matriculation*, primary and final examinations, before responsible boards unconnected with the colleges—the degree of Doctor of Medicine confers no right on the holder to practise his profession.—It is safe to affirm that until all candidates for high school head masters' certificates have to undergo a uniform test in literary and professional examinations, many of the head masters will be found utterly unfit to conduct the entrance examination, notwithstanding the possession of the B.A. degree.

In every section of the country are lads who perhaps failed to pass the teachers' third-class non-professional examination in July, but who readily

find admittance the following September into one of our degree-granting colleges (the Provincial alone excepted), and after an actual attendance of a period of twenty months, emerge full blown B.A. men.

It would be refreshing to know the ratio existing between their

- (1) Failures and successes at matriculation,
- (2) Failures and successes at graduation,
- (3) Option—pass and honor graduates.

What a contrast is the treatment received by the unfortunate public school teacher, before he even secures his second-class certificate. The B.A. man examined throughout by friendly teachers—the public school man hurried and worried by strangers—has to pass his non-professional examination, from papers frequently prepared by injudicious hands, bristling with questions gleaned from works published in Europe and America, which he never heard of—his answers sometimes read by unqualified examiners, as a re-reading (granted on protest) usually gives different results—initiated into his profession by an attendance of over three months at a County Model School—has subsequently to undergo a year's probation in charge of a public school—if he acquitted himself creditably, permitted to attend one of the Provincial Normal and Model Schools—and at the expiration of a six months' session, has again to appear before special examiners appointed to harass him, and not at all loath to exercise their right of "plucking."

The trustees of a good public school would not for a month retain the average college graduate as teacher. The estimation in which the class referred to is held by the public is indicated by the manner in which high school grants are voted by County Councils—sometimes with extreme reluctance. The members are well aware of the difference which occasionally exists between the teaching in the public schools in charge of trained teachers and that of high schools taught by masters whose only training was that received in college.

The mischievous occult influence which has within the past few years been able to throw so many obstacles in the way of persons desirous of securing first-class certificates, with the object of compelling them to take an Arts Course, is rapidly causing the disappearance of a class of teachers who did more solid work than the superficially trained college men will ever be able to do.

In conclusion, the following incident may be mentioned: I was present at a County Council meeting at which two accounts were presented to the Finance Committee, for services rendered for reading papers and reporting results of a high school entrance examination—one by the County school inspector—the other by the high school head master. It appeared from the evidence produced before the council that the candidates' answers were returned by the Education Department to the inspector for re-examination; they had previously been read and forwarded to the Department, by the head master, who presided and had sole charge of the examination.

M. D.

April 2nd, 1885.

NORTH WELLINGTON PROMOTION EXAMINATIONS.

(Continued from last week.)

ARITHMETIC.—TIME, TWO HOURS.

(On paper. Full work required.)

1. Express 55050050 in words, and six hundred and seventy thousand and fifty-six in figures.
2. Express in figures XCIV., XLIX., CXC., and in Roman numerals 79, 96, 345.
3. Two persons start at the same time to travel towards each other, one travels 24 miles a day, the other 29 miles a day; after travelling for 6 days they meet. How far apart are they at starting?
4. A grain merchant bought a quantity of wheat

for \$2,619.29 and sold it for \$2,797.30, gaining 7 cents a bushel. How many bushels did he buy?

5. A person sells 359 cattle at \$24 each. He puts \$66 of the money received in the bank. How many horses, costing \$150 each, can he buy with the remainder of the money?

6. How long will a train take to go 1,500 miles if it goes 60 miles every 2 hours?

7. Divide the product of 463779 and 201582 by 1158.

8. The divisor is 98, the quotient is 12 greater than 57 times the remainder, the remainder is 19. Find the dividend.

9. A man buys, at 20 cents a dozen, as many oranges as will enable him to give 3 each to 285 children. If he gives the dealer \$15 what change should he get back?

10. A person buys 320 sheep at \$5 each; twenty of them die, and he sells the remainder for \$200 more than all cost. What does he receive for each?

Total value 120, but 100 marks are to count a full paper. Values 8, 12, 15, 12, 16, 10, 10, 12, 15, 10.

ENTRANCE TO FOURTH CLASS.

GEOGRAPHY.—TIME, ONE HOUR AND A QUARTER.

1. Name the countries on the Atlantic seaboard of North America, and give their capitals.
2. What is the Government of Canada, of Ontario, and of Newfoundland?
3. Arrange the Provinces of the Dominion in three classes,
 - (a) According to size beginning with largest.
 - (b) According to population beginning with most populous.
 - (c) According to position beginning with most westerly.
4. Name the Counties which border on Wellington, and give their county town.
5. What are the railways which run into Guelph, Harriston and Palmerston?
6. Sketch an outline map of Ontario, showing the bordering rivers, lakes, Provinces and States.
7. Define River, Source, Tableland, Plain, Sound, Empire, Estuary, Mountain range, Parallel of Latitude, Tropic, Zone. Give one example of each.

Value, 1, 6; 2, 10; 3, 12; 4, 12; 5, 10; 6, 12; 7, 10. Total, 72.

COMPOSITION.—TIME, ONE-HALF HOUR.

1. Write three simple sentences on each of the following topics:—The bee, Iron, Plough, Winter, Soldier.
2. Write one sentence in answer to each of the following questions:—
 - (a) What is snow?
 - (b) What is coal?
 - (c) Which is the most useful metal? and why?
 - (d) Where is cotton obtained; and what are its uses?
 - (e) Why is the little boy of Haarlem called a hero?
3. Write a short account of "Antony Canova, The Sculptor."

Values, 1, 15; 2, 15; 3, 32. Total, 62.

CANADIAN HISTORY.—TIME, ONE HOUR AND A QUARTER

1. Give a short sketch of the Confederation of the Provinces, and what led to it, with dates.
2. Name the last four Governors-General of Canada; and name the Premier of the Dominion, and the Premier of Ontario.
3. Write short notes on the following:—Canadian Rebellion, Dr. Ryerson, Executive Council, Clergy Reserves, Family Compact.
4. Describe as fully as you can the Union of the Provinces (Upper and Lower Canada), stating what led to it, giving date, capital chosen, and what were the chief provisions of the Bill as passed in the Imperial Parliament.

Total value 60, but 50 marks to count a full paper. Values, 15, 10, 20, 15.

GRAMMAR.—TIME, ONE HOUR AND A QUARTER.
SEE TIME TABLE, WHICH MUST BE FOLLOWED IN EVERY INSTANCE.

1. Define abstract noun, verb, and adjective.
 2. Decline lady, goose, thou, who and it.
 3. Give the feminine of negro, master, stag, sultan, drove; the plural of roof, chimney, beau, Henry, radius.
 4. Compare able, difficult, bad, and square.
 5. (a) Give two sentences, one containing strike as a transitive verb and the other containing strike as an intransitive verb. (b) Which "strike" can be changed into the passive voice? Change your example, and tell how you make the change.
 6. Analyze:—
The Douglas who had bent his way
From Cambus-Kenneth's abbey gray,
Now, as he climbed the rocky shelf,
Held sad communion with himself.
 7. Parse Douglas, abbey, gray, now, as, with, had bent, and who.
 8. Correct and give reasons:—
(a) Them boys was late yesterday.
(b) Was you or him there?
(c) Ladie's boots are smaller then mens'.
(d) I set down when he raised up.
(e) I knowed it was him.
- Values.—6, 5, 10, 8, 8, 12, 16, 15. Total 80.

SPELLING.—TIME, THIRTY MINUTES.

To be read slowly and distinctly, and the greatest care taken that each pupil understands every word. Each sentence to be first read in full, the pupils simply paying attention, then again slowly, the pupils writing.

1. After the strictest inquiry, no evidence was found against him, either of falsehood or of theft.
2. The steward saved himself by dropping the bread-tray and grasping the handle of the cabin door.
3. The band of heroines retrace their steps; their movements soon become more agitated; and are at last hurried.
4. Suddenly the appalling and murderous voice of an angry, bloodthirsty lion burst on my ear.
5. The tiger, unconscious of his strength, turned on his assailant in a moment of irritability.
6. It is well to provide for such exigencies.
7. They speak our language imperfectly; are therefore neither fit for hunters, warriors, nor councillors.
8. When they saw the canoes were well entered

on the smooth, treacherous current that was bearing them irresistibly to the falls, the women leaped into the water.

9. He tumbled out into the passage, leaving them embarrassed.

10. The boatswain volunteered to make the attempt in the gig.

11. No proper supervision seems to have been exercised over any of the boats connected with the vessel.

12. Superintendent, infuriated, imprisonment, commanded, conqueror, acquiescence, offender, subordinate, resounded, disappointment, ostensibly, solitary.

Value, 100—4 marks to be deducted for each mistake.

(This paper is not to be seen by the candidates.)

(To be continued.)

Personals.

RICHARD GRANT WHITE'S DEATH.

RICHARD GRANT WHITE, the author and critic, died, on April 9th, at his home in East Seventeenth Street, New York. His complaint was gastritis, from which he had suffered for some months. He was born in New York in 1821, and was the son of Richard Mansfield White, a merchant. He came of an old New England family, his forefathers having sat in the General Court of New England for 100 years consecutively. He graduated from the University of New York in 1839. Soon after this he studied medicine and was appointed senior walker in the New York Hospital. The profession of medicine became distasteful to him, and after a short time he gave it up and studied law under Judge Woodruff. He was admitted to the Bar when he came of age. His first literary work was a sonnet, which was attributed to both Wordsworth and Walter Savage Landor, so it must have had some merit. From his infancy he showed a devotion to music, which grew with his years, until it became the absorbing passion of his life. He joined a quartet choir, a madrigal club, and learned to play on the violoncello. He wrote for one of the weekly papers half a dozen musical criticisms which Mr. Henry J. Raymond, who was at the time editor of the *Courier and Enquirer*, read and admired. He found out the author and engaged him as musical and dramatic editor. This induced him to give up law, and until his death he was a journalist and author.

In his younger days Mr. White was a great dandy, a man about town and an exquisite. During the rebellion he wrote a series of letters to the *London Spectator*, over the signature "A Yankee." These letters were written, of course, from a Union standpoint, and were full of information concerning American politics. They were widely read and did much to strengthen the hands of our Minister in London. Another work on the war, which had a large circulation and considerable influence, was his "New Gospel of Peace," a humorous political and social satire, and a sequel to it called "Chronicles of Gotham." More than one hundred thousand copies were sold and both books were reprinted in England. Among his many works which created much unfavorable criticism was "Words and Their uses."

Mr. White was an indefatigable worker, and a prolific, industrious writer. It is said

he never re-wrote a page of manuscript in his life, and that he never had an article returned to him. If this is true he escaped the bad luck of authors equally if not more eminent than himself. It is a wonder how he contrived to do so much literary and journalistic work, especially as from 1861 to 1878 he was at the head of the Revenue Marine Bureau of New York.

With regard to his musical criticisms the *London Athenæum* characterized them as being likely to elevate the tone and taste for music in this country.

He was one of the most famous students and exponents of Shakespeare on this continent and articles which he wrote in *Putnam's Magazine* on Collier's manuscript corrected folio of Shakespeare showed that the author had a knowledge of his subject which could not have been obtained without close reading and critical insight. He was the author of *Shakespeare's Scholar*, published in 1854, and of an edition in twelve volumes of *Shakespeare's Works* which was pronounced by competent critics as a valuable exposition. The *Life and Genius of Shakespeare* appeared in 1865. He wrote, too, numerous articles on Shakespearean topics in various magazines, and has been generally accepted as an authority on the subject. He also wrote the articles upon Shakespeare and Shakespearean literature in both Appleton's and Johnson's encyclopædias.

Mr. White was a tall man, fully six feet high, with broad shoulders. He strongly resembled Mr. George William Curtis facially and was not unlike him in manner and voice. Mr. White looked like a man who had a tolerably good opinion of his own importance and attainments, and on this subject much has been written which is by no means accurate. He never went out of his way to make friends, but those who were intimate with him declare that he was complaisant, kind and courteous, and not at all the supercilious aristocrat that his enemies painted him.

MANY "universities" of the South and West are offering such new degrees as M.E. L. and L.A.L. to gain students.

MR. S. S. PARR, Editor of *School Education*, published at St. Paul, Minn., has been elected professor of Didactics in De Pauw University.

THE net properties of the leading New York colleges are as follows:—Columbia, \$6,130,000; Cornell, \$6,055,000; Union, \$1,700,000; Vassar, \$1,020,000; Rochester, \$870,000; Hamilton, \$670,000.

THERE are in the United States eighty-one boarding schools, seventy six day schools, and six manual labor schools, supported by the Government, for the education of Indians; still the demand is greater than the supply.

"THE number of pupils on the roll of Picton High School," writes a correspondent, "for the last quarter has been 120. We keep a regular staff of four teachers, two graduates in Arts, two second-class A public school teachers. We have suffered much during the winter from defective heating-apparatus, and valuable time has been lost. This will not happen again, as everything will be overhauled in summer. My fourth teacher, Miss Flora Sawyer (II. A) was compelled to give up at the beginning of this month on account of bad health, and her place was taken by Miss Agnes Lent (II. A) of this town. Both young ladies are excellent teachers."

Examination Papers.

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

ARITHMETIC.

JUNE, 1875.

N. B.—Full work required.

1. Reduce to its lowest terms :

$$\left(\frac{2\frac{1}{2} - \frac{1}{3} \text{ of } 1\frac{1}{2} - \frac{1}{4}}{\frac{1}{2} \text{ of } 3\frac{1}{2} + \frac{1}{3} - 2\frac{1}{2}} \right) \div \frac{1}{1\frac{1}{3}}$$

2. A merchant bought a number of barrels of flour for \$4,600, and sold them for \$5,200, thereby gaining 75 cents a barrel; how many barrels did he buy, and what did it cost him a barrel?

3. A paid \$60 an acre for his farm, which was $\frac{1}{2}$ as much as B paid per acre for his farm of 150 acres. Find the entire cost of B's farm.

4. Find the sum of $\frac{1}{2}$ of £1 13s. 0 $\frac{1}{2}$ d. + $\frac{1}{3}$ of £1 5s. 8 $\frac{1}{2}$ d. + $\frac{1}{4}$ of £2 4s. 8 $\frac{1}{2}$ d.

5. A farmer having 17 cwt. 2 qr. 19 lbs. of pork, sold 4 cwt. 3 qr. 21 lbs. of it, and the remainder he sold in barrels, each containing 2 cwt. 6 $\frac{1}{2}$ lbs.; how many barrels did he sell?

6. If it take a man 1 hour and 40 minutes to cut $\frac{1}{2}$ a cord of wood, for how many days of 8 hours each will he be occupied in cutting 186 cords 88 feet?

7. A man invests $\frac{1}{3}$ his fortune in land, $\frac{1}{4}$ in bank stock, $\frac{1}{5}$ in debentures, and loses the remainder which was \$8,000, in speculation: how much was his fortune.

8. The *dividend* is fifty-one million, eight hundred and forty-six thousand, seven hundred and thirty-four, the *quotient* is five hundred and eight thousand, three hundred and one, and the *remainder* 23; find the *divisor*.

9. Find the cost of 49 $\frac{1}{2}$ yds. of cloth, when 7 $\frac{1}{2}$ yds. cost £7 18s. 4d.

10. A man paid \$2,896,875, for land and sold 56.25 acres of it at \$31 an acre; the remainder then stood him at \$20.05 an acre: how many acres did he buy?

NOTE.—Each question is valued at ten (10) marks. Candidates for Classical Course may omit 9 and 10.

DECEMBER, 1875.

N. B.—Full work required.

1. Find the amount of the following account: Mr. Markham bought of Mr. Jones, Dec. 5th, 1875,

- 12 yards Scotch Tweed, @ \$2.85
- 16 yards of Silk, @ 2.12 $\frac{1}{2}$
- 50 yards Ticking, @ 14 $\frac{1}{2}$
- 42 yards Shirting, @ 16 $\frac{1}{2}$
- 12 $\frac{1}{2}$ yards Flannel, @ 50
- 20 $\frac{1}{2}$ yards Scotch Plaid, @ 60

2. I bought from A 97 acres 2 roods and 12 sq. rods of land; from B four times as much, less 7 acres and 1 rood; and from C $\frac{1}{2}$ as much as from A and B together. I then sold 120 acres 1 rood and 29 sq. rods. How much had I left?

3. Reduce to its simplest form :

$$\left(\frac{13\frac{1}{2}}{28} + \frac{1}{2} - \frac{15}{54} \text{ of } \frac{1}{3} \right) + 5\frac{1}{2}$$

4. State the rule for division of Vulgar Fractions, and show by means of an example the reason for it.

5. A person bought a certain number of barrels of flour for \$2,200; he reserved 20 barrels for use; and sold $\frac{1}{2}$ of the remainder for \$1,976, which was \$304 more than cost. Find the number of barrels he bought.

6. A sum of money is divided among 4 persons. The first receives $\frac{1}{3}$, the second $\frac{1}{4}$, the third $\frac{1}{5}$, and the fourth the remainder. It is found that the first received \$700 more than the fourth. Find the sum received by each.

7. Add together $\frac{2}{3}$ of £3 7s 6d. and $\frac{1}{4}$ of 4 $\frac{1}{2}$ guineas, and reduce the result to the fraction of £1 10s.

8. If the annual rent of 46 acres 3 roods 14 perches of land be \$370.70, how much will be the rent of 70 acres and 20 perches?

9. If the price of 1,875 pounds of tea is 1.3749 shillings, how much can be bought for £15 5s.

10. A hall is 45 feet long and 11 $\frac{1}{2}$ feet wide; what will it cost to carpet it (1) with carpet 27 inches wide and \$1.75 per yard; (2) with carpet 45 inches wide and \$1.25 per yard?

NOTE.—Ten marks for each question.

JUNE, 1876.

N. B.—Full work required.

1. Bought 19 $\frac{1}{2}$ yds. Irish linen at 5/4, 16 $\frac{1}{2}$ yds. calico at 1/8, and 16 $\frac{1}{2}$ yds. silk at 8/4; find the amount of the bill in dollars and cents.

2. Add together $\frac{1}{2}$ of $\frac{1}{2}$ of £2 5s., $\frac{2}{3}$ of 3 guineas, and $\frac{1}{27}$ of £1 18s 6d., and reduce the result to the decimal of £25.

3. If a pipe discharge 2 hhd. 23 gal. 2 qt. 1 pt. of water in one hour, in how many hours will it discharge 11 hhd. 25 gal. 1 $\frac{1}{2}$ pt.: the water flowing with the same velocity?

4. Add together, $\frac{16}{1\frac{1}{2} \text{ of } 2\frac{1}{4} \times \frac{1}{2}} + \frac{1\frac{1}{2}}{1\frac{1}{2} \text{ of } 3\frac{1}{2}} \times \frac{1}{1\frac{1}{2}}$, and divide the result by $\frac{3\frac{1}{2} \text{ of } 5\frac{1}{2} \text{ of } 7\frac{1}{2}}{63} - \frac{1}{3\frac{1}{2}}$

$$\frac{1\frac{1}{2} \times 1\frac{1}{2}}{\frac{1}{2}}$$

5. A man's annual income is \$2,400; find how much he may spend per day so that after paying a tax of 2 cents 7 $\frac{1}{2}$ mills on every dollar of income he may save \$582 a year (365 days).

6. A room is 36 feet long and 24 feet wide; find the difference in the expense of carpeting it with carpet 1 yard wide at \$1.40 a yard, and with carpet 27 inches wide at \$1.15 a yard.

7. If 162 gallons of water will fill a cistern 4 ft. 4 inches long, 2 ft. 8 inches broad, and 2 ft. 3 inches deep, how many cubic inches are contained in a pint?

8. Three men can mow a field in 6 days; they mow together for two days and then one of them

ceases work, and the other two finish the field in 7 days; find how long the man who ceased work at the end of the second day would have taken to mow the whole field by himself.

9. A man sold two city lots for \$600 each; on the one he gained $\frac{1}{4}$ of the price it cost him, and on the other he lost $\frac{1}{4}$ of the price it cost him; find his entire loss on the sale of the two lots.

10. A drover bought a number of cattle for \$4,375, and sold a certain number of them for \$43 a head for the total sum of \$3,655, gaining \$680; for how much per head must he sell the remainder so as to gain \$400 more.

NOTE.—Ten marks for each question.

DECEMBER, 1876.

N. B.—Full work required.

1. How many square inches are there in 3 ac. 2 ro. 27 pr. 27 sq. yds. 7sq. ft. 23 sq. in.; and how many tons, cwt., etc., in 37,496 pounds and 4,763 ounces?

2. A person owns $\frac{1}{3}$ of a ship, and sells $\frac{1}{4}$ of his share for £1,260. What is the value of the ship?

3. The difference between the product of two numbers and 2431, is three hundred millions, three hundred and three thousand and three. One of the numbers is twenty thousand, three hundred and six.

4. Show which is the least and which the greatest of the following fractions:

$$\frac{1}{2} \text{ of } 9\frac{1}{2}, \frac{2}{3} \text{ of } 9, \text{ and } \frac{3}{4} \text{ of } 8.2.$$

5. If telegraph posts are placed 50 yards apart, and a train passes one every 4 seconds; how many miles an hour is it running?

6. A regiment marching 3 $\frac{1}{2}$ miles an hour, takes 110 steps in a minute; what is the length of the step?

7. How many yards of carpet 15 inches wide will cover the floor of a room 22 $\frac{1}{2}$ ft. by 19 ft.?

8. Simplify $83 - 1\frac{1}{2} \text{ of } 2\frac{3}{4} \text{ of } 1\frac{1}{2} + 2\frac{1}{2} \div \frac{1}{4} - 7$.

9. Find the sum of 6.27, 18 6 $\frac{1}{2}$, and 12.345, and the difference between .34027 and .27.

10. If a room be 12 ft. square, what must its height be in order that the area of the walls may amount to 60 sq. yds.?

BOOKS RECEIVED.

Select Spelling and Pronouncing Lessons, from Appleton's School Readers. New York: D. Appleton & Co., 1885. Price, 5 cents.

DR. JOHN ANTHONY, who has had much experience in Egypt and Asia Minor, regards the difference between a dromedary and a camel as largely a matter of speed. The former bears about the same relation to the latter as the trotting-horse to the cart-horse. The dromedary is credited with trotting about twenty miles an hour, while a regular camel or burden-bearer cannot be forced more than some four or five miles an hour. The Egyptian camel and the dromedary have one hump. Dr. Anthony never saw a "Bactrian" or two-humped camel till he was east of the Crimea. —*Popular Science Monthly.*

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PRESS NOTICES.

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

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

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

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

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

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

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

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

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

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

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

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

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