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CANADIAN LITERATURE.

THIS subject is one that may very fitly engage the attention of every Canadian, and especially of those whose present occupation is the acquisition of literary culture, and the development of æsthetic taste. In the course of this paper we do not purpose so much to review what may be regarded as comprising the national literature of our country heretofore, as to investigate the prospects of its future development, to enter upon the enquiry whether Canada presents any facilities, any materials for the elaboration of a literature that will confer lustre and dignity upon the Canadian nationality. Yet, if we refer to what has been accomplished in this interesting department, it will not be denied that Canada has produced authors not wholly unknown to fame ; and although no comparison can be instituted between their humble efforts in the sphere of letters and the immortal productions of writers in older and more favored lands, still, we are justified in predicting from the performances of the past a more than respectable mediocrity in the future. In any work which shall be hereafter written purporting to be a history of our national literature the names of Sangster, Hevyssege, Wilson, Howe, McGee, Haliburton, McLachlan and Dawson, must

ever be mentioned with peculiar reverence as being worthy pioneers in the fields of Canadian literature.

On a brief review of our literature heretofore, it will be observed that the greater portion of it is provincial rather than national in tone. This, however, need not be wondered or cavilled at, when we consider the circumstances under which it was produced. It is only recently, since the confederation of the various provinces, that that national feeling ; that pride of common country and destiny, without which no community has ever carved out for itself an enduring record in the fane of history, that this sentiment has been developed among the different sections of our young and rising Dominion.

It is easily observable, on reflection, why greater progress in the various departments of literature has not been attained in a country situated as our own has been. In a country whose soil was only being redeemed from the original forest ; whose chief notoriety was derived from its supplying the markets of Europe with lumber and furs ; in such a country it is easy to see why no marked advance, no brilliant achievements in the world of mind were made to the edification and delight of the remainder of the

civilized world. Again—we have had as yet in Canada none of those public political circumstances that often produce a marked effect upon the literature of a country. In explanation of this remark two illustrations may be referred to. Almost immediately after the conclusion of the wars with Persia, Greek art and letters attained their highest development. This successful struggle had such an inspiring effect upon the Athenian intellect, that it resulted in the ushering in of the most brilliant epoch of literary and artistic activity that the world has ever seen. It is well known that all great historical dramas, non-Shakspearian ones included, the material for which is taken from English history, were created by the English stage in not much more than one decade, in the happiest moment of the happy age of Queen Elizabeth, when a rare national elevation pervaded the whole English people. Gervinu remarks, how eloquently, in Shakspeare's dramas of *Richard II.* *Henry V.* and *VI.*, does not only the patriotic spirit of the poet speak, but also the self-conceit of a people who have again learned to know themselves in the midst of successful events. The whole age influenced the creation and spirit of these historical pieces, and these again had a corresponding influence upon the patriotic spirit of the people.

It will readily be seen, therefore, that in Canada we have had, as yet, none of the causes predisposing to the creation of a classic national literature.

We may enter now upon the question, does Canada offer any subjects of interest peculiar to herself, and favourable to the elaboration of such a literature as we have above referred to?

In order to deal with this question appropriately we shall require to glance briefly at each wide and varied field which the domain of letters presents.

We may consider then first, that which is universally regarded as offering the highest and most sublime arena for the display of the powers of the gen-

uine poet—the Epic. Does Canada then present any materials for the production of a great national Epic? This question must be reluctantly answered in the negative. We can refer to no hero or heroes of even respectable antiquity; heroes whose doughty deeds or brilliant achievements would evoke the enthusiastic admiration of all future Canadians; celebrate no fabulous contests of giant warriors; perpetuate no memories of ostentatious potentates, magnanimous in their condescension to friends, in their clemency to foes; cherish no remembrances of inspired bards, chanting with impassioned fervour the lays and deeds of other times. We have, in fact, nothing to correspond to the heroes that form the theme of the *Iliad* and *Odyssey* of the Greeks, of the *Æneid* of the Romans, or the *Nibelungenlied* of the Germans, or even of the legends of Arthur of the English. We can have, therefore, no national Epic.

We pass on now to the consideration of the Drama, and in this department it is difficult to see that Canada presents any striking facilities or advantages for the creation of a national Drama. Indeed, the production of a drama of a high order must ever remain a great difficulty to any nationality that has retained the language of Shakspeare and Ben Jonson. The creation of a classic drama is a fact now almost universally regarded as one of the lost arts. Of course, it is not impossible, years hence, for some great Canadian to arise and reflect honor on his natal soil by the productions of a genius so peculiarly adapted and gifted as to meet successfully the vast and varied requirements essential to the creation of the highest triumphs of the Tragic Muse. But, it must be confessed, that there is little likelihood of such a phenomenal appearance in Canadian literature for many a year to come.

We shall turn our attention now to the department of History, in which prose literature may attain its highest and most enduring excellence. On a retrospective of the early history of our country,

after the somewhat lively interest awakened by the scenes attending its first discovery, we witness only a dull, unvarying round of petty squabbles between Indian braves and French voyageurs, and the feuds and animosities of rival fur traders. We are wearied with the recital of the peculations of one Governor, the blunders of a second, and the general imbecility of a third—the only spice of interest imparted to our early history arises from the episode of Wolf's capture of Quebec, and possibly also from some of the occurrences of the war of 1812; and, if we advert to later time, the case is if anything worse. The later period of our history is almost solely occupied with the story of the working, so to speak, of the machinery of government, the narration of changes in provincial legislation, various parliamentary enactments, &c. Their recital cannot be regarded as affording a very inviting field for the efforts of the ambitious author, or as proving of interest to the general reader. A history of this Dominion of ours can, as yet, evoke nothing of the absorbing attention excited by the perusal of the career of the most illustrious nations of antiquity; contain nothing of the pathetic interest attached to the decline of the Dutch Republic; elicit nothing of the admiration and enthusiasm experienced in reading some of the stirring passages in the history of our own great Mother Land.

In the department of the prose romance, in which this age appears especially to delight, there is presented a more favourable opening for the attention of the Canadian author. There is, indeed, to be seen in Canadian society none of those startling contrasts which are to be observed in more populous and older communities, yet, if the field be thus somewhat limited, it is not to be wholly deprecated on that account, as at the utmost it merely affords less opportunity for the display of the sensational element, which should be amply atoned

for by the varied merits of that society which it would be his pride and his pleasure to depict. Whatever quality is most desirable for a nation to possess, no one from a conscientious study of their character can deny to Canadians, whether it be the cultivation of the social virtues; the diffusion of general intelligence; a certain independence of thought and action; the prevalence of energetic thrift; or the possession of the heroic element of pluck.

We may also pride ourselves on the fact that there is ample scope, from the natural characteristics of our country, for the production of a descriptive or narrative literature of the highest order. We scarcely need dwell here on the peculiar beauty of our country, for every country has a type of scenery peculiar to itself; of the rustic and glowing richness of its landscape; the vast expanse of its sea-like lakes; and the majestic flow of its noble rivers, which only await

“The gleam,”

The light that never was on land or sea,
The consecration and the poet's dream,”

in order to render this land as celebrated as any in the category of song. Although the Scott of Canada has yet to be found; although the interpreter of much of Nature's handiwork has still to be heard, yet that need not preclude us from even a silent appreciation of the masterpieces of Nature by which we are surrounded, confident that in due time the long looked for poet will give utterance to the sentiments we mutely entertain. Our lot has been cast in an essentially new country; new in the establishment of its political institutions; new in its literature; new in its nationality; let us hope it has entered upon a career of honour and success that will remain freshly new in the memory of the world, when the glories of older and more favored lands, perchance even those of our revered old mother England herself, will only be faintly remembered as an indistinct dream of a halcyon past.

YE BIG COMPLAYNTE OF YE LYTTLE BOY.

[Written for THE QUARTERLY.]

Oh! dear, I have so many lessons to learn,
 I really don't know what to do ;
 Till the hour of mid-night my candle doth burn,
 And I rumple my hair all askew.
 Tra, la, and I rumple my hair all askew.

There's Latin and Greek, and German and French,
 And a great many others beside ;
 And I sigh in despair as I sit on the bench,
 Was ever poor mortal so tried ?
 Tra, la, was ever poor mortal so tried ?

There's Chemistry, Physics and Botany too,
 Tormenting my poor tired brain.
 If you were in my place now what would you do ?
 Zoology drives me insane.
 Tra, la, Zoology drives me insane.

There's History in which to remember the dates,
 And Geography also to learn ;
 There's Book-keeping too, which puzzles our pates,
 While its Ledgers and Day-books I spurn.
 Tra, la, while its Ledgers and Day-books I spurn.

There's Arithmetic, Algebra, bothersome Trig,
 Philosophy and Euclid to boot ;
 And since I'm a lad who is not very big,
 These surely my age do not suit.
 Tra, la, these surely my age do not suit.

Now Grammar comes last on this difficult list,
 With Literature tacked on behind.
 Don't you think if a few of my studies were missed,
 It would be for the good of my kind ?
 Tra, la, it would be for the good of my kind ?

To all of my readers I make this appeal—
 I'm sure that with me they'll agree—
 That this is an evil, not-fancied, but real,
 And these studies much fewer should be.
 Tra, la, and these studies much fewer should be.

DILIGENCE ENSURES SUCCESS.

[W. H.]

BEFORE a man can be considered successful, he must have acquired something of value, some object after which he has been striving. It need not necessarily be very precious in the estimation of the world, if it but serve the purpose of satisfying its possessor.

The objects which men pursue, or rather the aims of life, are too numerous to be given in a short sketch like this. They vary with individuals, owing to personal characteristics, as well as birth and education. That which might be considered a valuable prize by the peasant would be viewed with careless indifference or perhaps contempt by the scion of nobility. But whether man is born in humble or affluent circumstances the human heart is the same, governed by the same passions, and similarly affected by similar desires. Great as the gulf is that exists in society between the rich and the poor, the difference is so slight as scarcely to be noticed when brought under the influence of the government of the Supreme Law-giver. This places all men on a common level, for whatever tends to degrade or ennoble the rich will also tend to degrade or ennoble the poor.

Although the honest efforts of one man may not produce such brilliant results as the honest efforts of another, it is nevertheless an acknowledged fact that the more a man loves the work in which he is engaged the more likely will he be to achieve success. The reason of this is self evident, for the love which he has for his work will induce him to devote every moment to its complete mastery. In short, will prompt him to be *diligent*.

Diligen. is derived from the Latin *diligo*, which means to love; this love of an object begets a desire for possessing it, and this desire urges us to make efforts again and again until the object

is attained. These three things, namely, love of, desire for, and persistent effort in attaining, constitute diligence. ▶

This is something which all may possess, in fact, something which all do possess, for where is the man who does not love some object—and love is the main-spring of diligence. People may observe one man who is diligent in the profession he has selected, and may be pleased to see his success which is but a natural sequence of his diligence, or they may observe another who has no profession, no occupation whatever, whose whole time is apparently spent in idleness. It might be said that such a man is not diligent, but this would be a mistake. His brain is as full of schemes as that of the busiest politician, and his memory as well stocked with the names of drinks and games as that of a student with exceptions to the rules of grammar. In his case as in all others, diligence will ensure success. He is diligent to avoid the road which leads to honor and a respectable old age, and he will be successful. The poor drunkard, as he stands on the verge of eternity, every hope shattered, every prospect blighted, is another evidence that diligence ensures success. He has lived a life of sin and folly, and the energy with which he has pursued that life has manifested itself in the wretched condition of his family, brought almost to starvation's door by his inhuman treatment, in the loss of respect and esteem he has suffered at the hands of the community, and in the pernicious effects his life has had on the morality of his fellow men.

Doubtless the unfortunate wretch who suffers imprisonment or the loss of his life for his crimes, would have paused ere he began his downward career, if he could have foreseen the *success* which his diligence would ensure.

How careful then we should be before setting out in any of the many paths of life, to discover what prospects it holds forth as an inducement to our proceeding in it, for we may rest assured that if we continue diligent in any course, we will at last acquire all the benefits or injuries such a course has at its disposal.

If we glance at the pages of modern history, we will there observe the names of certain men standing prominently forward; names that will never be forgotten by their fellow men owing to the blessings they have conferred on the world. The love of study, cherished by these men, and the diligence with which they have pursued their studies in spite of the many obstacles that surrounded them, were the means of finally dispelling the dark clouds of heathenism and superstition which had settled over the continent of Europe, threatening to extinguish every remnant of civilization. The many useful discoveries in the field of science which have been the means of opening up new industries and adding untold wealth to the civilized world, may be traced to the diligence of a Bacon, a Newton, or a Galileo.

There are many people ready to assert that the more useful an object is, the more difficult it is to acquire. But we may rest assured that the hearts of these individuals are not turned in the right direction; their thoughts are running on the wrong track. The time spent by a small boy in acquiring the sharp sayings and current slang of his seniors, would give him a good start in a foreign language. If the same efforts were given by the gambler or burglar to the acquiring of some honest trade, which they give to the study of their wicked works, what a number of skilled mechanics there would be. If the diligence we bestow in watching the actions of our fellow-creatures and in criticising their every movement was bestowed in uprooting our selfish propensities and in subduing our evil natures, how much better would we be qualified for performing our duties as citizens in a free country, as Christians in an enlightened age.

INDUSTRY ITS OWN REWARD.—Anything we make up our minds to do we can do. There is nothing impossible to be done by determined, persevering effort, and nothing of importance can be accomplished without it. It was labor that built the pyramids; by labor the arts and sciences were brought to their present state of perfection; and labor is necessary for the health and happiness of all. Industry is the law of our being, and we are so constituted that when the law is fully recognized it brings its own reward. Bodily labor is not the only kind that is necessary—mind and body should be exercised. In this way cheerfulness and contentment are promoted, and we are prepared to fill with honor any station assigned us by Providence. We often regard the doom pronounced on man, "In the sweat of thy face shalt thou eat bread," a curse; but it is really a blessing, for we find that all rational enjoyment follows in the train of industrious labor, whether physical or mental.

GUARD AGAINST VULGAR LANGUAGE.—There is as much connection between the words and thoughts as there is between the thoughts and the words; the latter are not only the expressions of the former, but they have a power to react upon the soul, and leave the stain of their corruption there. A young man who allows himself to use one vulgar or profane word has not only shown that there is a foul spot on his mind, but by the utterance of that word he extends that spot and inflames it, till, by indulgence, it will pollute and ruin the whole soul. Be careful of your words as well as your thoughts. If you can control the tongue, that no improper words are pronounced by it, you will soon be able also to control the mind, and save that from corruption. You extinguish the fire by smothering it, or by preventing bad thoughts bursting out in language. Never utter a word anywhere which you would be ashamed to speak in presence of the most refined female, or the most religious man. Try this practice a little while, and you will soon have command of yourself.

A PARABLE.

[Written for THE QUARTERLY.]

FIRST VOICE.

A ship sailed out o'er the summer sea,
 Out o'er the sea where the calms abide,
 Found and manned as a ship should be,
 Strong as an angel to cleave the tide.
 All through the years, came the shining sails,
 But *one* that I look for, returns no more,
 Though I watch for her coming till vision fails,
 Where the haze hangs blue on the farther shore.
 Up in my chamber a portrait fair,
 Out o'er the waters a shining trail,
 Deep in my heart a cry of despair,
 "What doth our life unto us avail?"

A sower went out in the fields to sow,
 Stalwart and strong as a sower should be,
 And green grew the fields where he came, and lo!
 E'en flowers in his footprints bloomed fair to see.
 But while yet there lingered the early dew,
 E'er yet the sun in the heavens rode high,
 While yet all eager his work to do,
 Weary the sower lay down to die.
 Up in my chamber a portrait fair,
 In a reft household a bitter wail,
 Deep in my heart a voice of despair,
 "What doth our life unto us avail?"

SECOND VOICE.

The track that silvers yon ebbing tide,
 Shall guide thy bark o'er its pathless deeps,
 And wind-borne seeds, springing far and wide,
 Shall gladden the years while the sower sleeps.
 Not unavailing such lives, oh soul!
 Fruit ripens apace after blooms are shed,
 Fragments and glimpses are ours, the whole
 He only seeth who keeps our dead.
 Up in my chamber a portrait fair
 Smileth, when ready to faint and fail,
 Deep in my heart still cryeth despair,
 "What doth our life unto us avail?"

A CANADIAN WINTER.

[F. J. HOGAN.]

THE winter season in Canada might not inappropriately be termed a medley of enjoyments, inconveniences and beauties. The inhabitants of more salubrious climes, where are throughout the year

“ Extended in succession gay
Deep waving fields and pastures green,
With gentle slopes and groves between,”

know little concerning our Canadian winter, and evidently care little to court the experience. The foreigner, as a rule, prefers the quiet scenery of some romantically beautiful spot, to the sublime sights and phenomena to be alone witnessed in northern latitudes. The Frenchman would undoubtedly express his strong admiration of Italy's verdant dales and golden skies, and would speak in terms of rapture of “Fair Killarney” where

“ Angels fold their wings and rest
In that Eden of the west,
Ever ‘Fair Killarney,’”

but would decidedly prefer remaining at the neighboring hotel supping his café to the exertion required to see the magnificent splendor of the Alps decked in winter garments. Tourists visiting Canada, at the first noticeable change of atmosphere, immediately complete arrangements for leaving us, nothing loth to escape the seemingly galling fetters of the winter king. But the traveller leaving our fair country at such a time loses a golden opportunity to study the habits of our people, to witness the natural splendor of the season, and to participate in those numerous health-rewarding pleasures which serve to make this period of the year the happiest, and most enjoyable to a race whose bold defiance of the elements is a true index of their national character.

Of the numerous amusements intro-

duced for national winter diversion, skating is one of the most popular, and very deservedly so. I believe our cousins across the border should be credited with the honor of introducing the exercise on our continent. In the political parlance of the day, it might be very truly asserted, that Brother Jonathan has admirably succeeded in making Canada “a slaughter house” for his popular out-door exercises. Daily we see on our rinks crowds of delighted skaters gliding swiftly along—gentlemen ensconced in their long ulsters, cutting fantastic figures on the bright blue ice—ladies, whose crimson cheeks and lustrous eyes attest their enjoyment, moving gracefully over the stream's winter carpet—all keeping time to the sweet strains of a waltz floating idly through the keen crisp air.

In the evening the skaters have again assembled in greatly augmented numbers, for it is the night of the Carnival. The rink is brilliantly illuminated; characters of every historic period, gorgeously attired, pass before our gaze. See! here is Mary Queen of Scots, chatting so animatedly with the King of the Cannibal Islands; there Santa Claus is mysteriously conversing with Old King Cole; the Doge of Venice is flirting desperately with a Swiss Peasant girl; and Mathuselah is teaching Old Mother Hubbard how to skate backwards, which accomplishment the good old dame does not properly appreciate, the result of twice ignominiously falling. A crowd is clustering around John Chinaman, who, mounted on a bench, is declaiming vociferously. The “swell of the day,” accompanied by the “girl of the period,” are noticeable among the group. A moment afterwards they move away, disgusted with

the following pointed lines repeated by the witty Celestial :

"When an upstart is seen on the rink strutting out,
With his hat cocked aslant, and a glass in his eye.
Though he twists his moustache for the ladies to view,
I wouldn't give much for his *senss*, would you?"

Sparkling witticisms, creamy jokes, and bright repartee fly thick and fast; happiness beams on every countenance, and enjoyment flashes from every eye. A short hour more and the strains of "God Save the Queen" announce the conclusion of the fun. The pleasures of the evening are over, but those of the week are not. We hear happy groupes discussing the probabilities of the success of a sleighing party to be held on the ensuing evening. On the date mentioned, a large party meet at a friend's house, and the four large sleighs provided for the occasion are crowded to excess. The horses are pawing the ground impatiently, but they have not long to wait. The bells now tinkle merrily; the drivers crack their whips, and the gay assemblage is off. Charles Clarke has made Poe thus sing :

"Hear the sledges with their bells, silver bells!
What a troop of happy maidens and their devoted swells,

In the glorious excitement of an undisguised irritation!
How they speed along the track,
With their steeds grey, brown or black;
Foam flecked, and madly racing through the wind
so sharp and bracing,

To the tintinnabulation of the bells!
The girls have cheeks like roses, but the men have
purple noses,

And a tingling in their toeses, these most unhappy
swells;

But the fun is fast and furious, and stranger eyes
most curious,

For the cavaliers are smoking, and the air is thick
with joking,

And the laughing jubilation of the bells;
Ah, how sweet the rippling laughter to the chaps
that follow after

On foot, not having sledges, and quite destitute of
bells.

And when the drive is over, and the girls from under
cover

Of their furs, creep out with laughter at the stiff half-
frozen swells,

And beneath each amorous glance their hearts with
triumph dance,

That's the most delightful pealing of the bells."

Although amusements are abundant and enjoyment gaily trips through the land during the winter season, yet there

are many inconveniences more or less serious. The following experience of winter will no doubt correspond with that of many a Canadian.

Two winters ago my business called me to Owen Sound, to arrive at which destination I was obliged to take the rather unfavorably known line of the Toronto, Grey and Bruce Railway. When we left Ontario's capital it was snowing heavily, without indications of abatement. I very soon quietly subsided into a comfortable corner of the car for a snooze. I had probably been wooing tired nature's sweet restorer for an hour when I was suddenly awakened by a sudden stoppage, the violence of which sent all the valises in a wild gallop to view the front end of the car. The owners of the baggage rescued the lively property from promiscuous ownership. The conductor entered the car, and in answer to a volley of questions, all asking virtually what was the matter? gave the laconic but expressive reply "snowed up!" The enquirers at once became singularly silent, and simultaneously each passenger surveyed the desolate looking country and the relentless flakes of snow through the small expanse of glass dignified by the title of window. An old gentleman was heard remarking that it was becoming cold, and forthwith proceeded to the stove. He astonished the passengers by announcing the two awful facts that the fire had gone out, and that wood was *non est*. After some deliberation a party was organized for the acquisition of supposed neighboring fence rails. In about half an hour the delegation returned sadly reporting that in their opinion such a commodity did not exist in that part of the province—but they could not support their belief by any facts, as they had only succeeded in advancing some twelve feet when impregnable fortifications of snow impeded their march, and with considerable difficulty they managed to retrace their steps. The conductor now informed us that the engineer, brakesman and fireman had set out for the nearest

station, some two miles distant, and that our best plan was to make ourselves as comfortable as circumstances would permit—a recommendation scarcely necessary as the circumstances evidently would *not* permit. Two hours of cold dreary waiting and conveyances arrived. For another hour we had a capital opportunity of studying the rather uninviting scenery of the district from commanding positions on dilapidated bob-sleighs. A distinguished foreign lecturer travelling through our fair Dominion, being similarly situated, coolly took out his note book and made the following memorandum: "A lady once sent me a poem entitled 'beautiful snow,' with a request for its recital in the Melbourne Town Hall—she would withdraw that request if she came to Canada."

Though the artificial adornment of a splendid painting may add greatly to the appearance of the work, still the true lover of art examines not its gaudy surroundings, but the subject itself—leaving it not with the impression that its frame is magnificent, but with the conviction that nature's hand must have guided the pencil of the genius. Similarly the glorious picture of winter in Canada, although rendered less attractive by its surroundings and inconveniences, is still regarded by the true lover of nature and nature's beauties, as truly worthy of the highest praise. Our country throughout nearly the entire season is mantled with a cloak of spotless brilliancy; the stately oaks and the lofty poplars bow down with their load of beauty; the mighty rivers of our land are screened by a clear blue carpet of ice; the bright waters of our majestic lakes lend color to the white clothed shores; the frowning rocks of the northerly districts are almost hid by nature's veil; forests of ship masts, monuments of prosperity, pierce the clear air; nature is at rest calmly awaiting the awakening touch of spring; even Niagara seems to recognize the peace of our winter scenery. The mighty cataract is hushed, and its swelling veins of sublimity chilled; grandeur has given place to beauty; a

trestle work of sparkling icicles spans the torrent; a broad pavement of massive ice connects the shores, and man is permitted to roam over nature's mightiest work; massive blue pillars and walls form curiously shaped apartments; and a majestic arch adorned with wreaths, and little pyramids, welcomes the approach of man to the Halls of Niagara. Fantastically formed figures of every shape and design grace the dwelling, truly "a castle in the air," and suggestive of the similar fate of many imaginative castles which like wreaths of smoke form so bewitchingly before our gaze, and too soon melt into nothingness. But it is not my ambition to be classed among the names of the thousands who have attempted to reduce to mere words the exquisiteness of such a scene; such a sight must be seen to be appreciated. Lovers of grand scenic effect, after having witnessed the famous sights of Europe should turn their eyes to our fair Dominion, and embrace the opportunity of viewing our noted scenery, by spending a winter in Canada.

—♦—♦—♦—

LADIES SHOULD READ NEWSPAPERS.
—It is one great mistake in female education to keep a young lady's time and attention devoted to only the fashionable literature of the day. If you would qualify her for conversation, you must give her something to talk about—give her education with this actual world and its transpiring events. Urge her to read newspapers and become familiar with the present character and improvement of our race. History is of some importance; but the past world is dead, and we have nothing to do with it. Our thoughts and our concerns should be for the present world, to know what it is and improve the condition of it. Let her have an intelligent opinion, and be able to sustain an intelligent conversation concerning the mental, moral, political and religious improvements of our times. Let the gilded annuals and poems on the centre-table be kept a part of the time covered with weekly and daily journals. Let the whole family, men, women and children—read the newspapers.

THE LADDER OF ST. AUGUSTINE.

Saint Augustine! well hast thou said,
That of our vices we can frame
A ladder, if we will but tread
Beneath our feet each deed of shame!

All common things, each day's events,
That with the hour begin and end,
Our pleasures and our discontents,
Are rounds by which we may ascend.

The low desire, the base design,
That makes another's virtues less;
The revel of the treacherous wine,
And all occasions of excess;

The longing for ignoble things;
The strife of triumph more than truth;
The hardening of the heart, that brings
Irreverence for the dreams of youth;

All thoughts of ill; all evil deeds,
That have their root in thoughts of ill;
Whatever hinders or impedes
The action of the nobler will;—

All these must first be trampled down
Beneath our feet, if we would gain
In the bright fields of fair renown,
The right of eminent domain.

We have not wings, we cannot soar;
But we have feet to scale and climb
By slow degrees, by more and more,
The cloudy summits of our time.

The mighty pyramids of stone
That wedge-like cleave the desert airs,
When nearer seen and better known
Are but gigantic flights of stairs.

The distant mountains that uprear
Their solid bastions to the skies,
Are crossed by pathways, that appear
As we to higher levels rise.

The heights by great men reached and kept
 Were not attained by sudden flight ;
 But they, while their companions slept,
 Were toiling upward in the night.

Standing on what too long we bore
 With shoulders bent and downcast eyes,
 We may discern—unseen before
 A path to higher destinies.

Nor deem the irrevocable Past
 As wholly wasted, wholly vain,
 If, rising on its wrecks, at last
 To something nobler we attain.

LONGFELLOW.

BRICKS.

[Written for THE QUARTERLY.]

A STORY is told, that once upon a time a Spartan King was entertaining a visitor from another country, and this visitor having heard much about the strength of Sparta, expressed his astonishment, that Sparta, though said to be so strong, should have no walls. The following day the king took his guest to see his army, and when the men were passing before them, he exclaimed, "these are Sparta's walls, and every man a brick." From this, it is said, arose the expression "he is a brick," bestowed upon any one who distinguishes himself by performing any great or wonderful deed. Now, it struck me on hearing this story, that just as the soldiers of Sparta formed part of the wall which defended the city and made it noted for its strength, so in like manner might the men of Canada form a part of its wall and make it celebrate also. For, notwithstanding the fact, that between a man and a brick there is very little re-

semblance so far as outward appearance is concerned, yet in many points they are alike, and I shall endeavour to show wherein that resemblance lies. First, as regards composition, they are both made from the dust of the earth (the opinion of Darwin to the contrary notwithstanding), and although man is much more complicated in his construction than a brick, yet he at least possesses one element in common with it. Secondly, the varieties of man may be found to correspond with those of the brick. We have red brick, white brick, bath brick, and the brick of no particular colour, but which is greatly used for building and other purposes; let us see if we can find men corresponding to these varieties. The red brick is not more useful than the others, it is noted chiefly for its showiness, and is much used for the purposes of ornamenting. If we look around us we are able to find many men possessing the same properties. For

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instance, there is the "Beau Brummel" of the present day. It is his special pride to array himself in the latest and most approved style of coat, spotless shirt-front and faultless necktie, and his whole end and aim, in short, is to make himself a "thing of beauty," and therefore "a joy for ever." How could we ever get on without this beautiful red brick. Another specimen is one who having a tolerably fair education, and perhaps possessing a good amount of information, attempts to force the belief upon his fellow creatures that he has a vast amount; talks learnedly about things which may or may not concern those who listen; is well up in all the *ologies*, and who studies not merely for the pleasure it gives him nor the benefit it may do others, but for the simple reason of knowing that he possesses more information than any one else, one who is in short a *pedant* or *red brick*, who shines that others may see his brightness and admire accordingly.

The white brick is very pretty; when it is new it has a clean and neat appearance, but as "time rolls its ceaseless course," the clear appearance vanishes, and the smoke, dust, and grime of the city make it blacken, and look very dirty, and this dirt increases as the years go by. I think the fate of young men, is the same as that of the white brick, for when newly starting out in the world they seem to give promise of good things, but are easily influenced, and as they must necessarily come in contact with base characters (living in a world in which such abound), they absorb part of their badness, and evil once having entered, pours in until the fair white brick is spoiled. So then it is those who have not strength enough to resist evil, and who are easily led, that are the white bricks of society.

Then there is bath brick, which, as you know, is extremely soft, and with a very little effort, can be made to crumble into the dust from which it was made. Every thing that touches it leaves an impression upon it. Well, we see many

people in the world who are very soft and very receptive. If a person comes to them with a new idea, they instantly accept it; some other one comes with another idea on the same subject, he also accepts that and rejects the first, and so on till the man has no definite idea, or as in the case of the bath brick they are scattered and pulverized to such an extent that it would be impossible without a very great amount of searching to find two particles together.

And now I come to the last specimen, the strong brick of no particular hue, but the one most commonly used. These represent the ordinary men, men who have no special hobby. The steady, plodding, persevering men who win all the battles they engage in by their untiring energy. They are not great in the world's opinion, and yet they do good in a quiet way unsuspected by any one, and like the fire-brick they "stand the burden and heat of the day." The storms of adversity may beat against them, but they only get the more hardened each time, and more able to withstand the next.

The few above mentioned points of resemblance show that we may be compared to bricks. And it behooves us to ask ourselves, what kind of bricks are we? Are we indeed helping to make the walls of our fair Canada strong, by lending a hand to uphold those who are weak and ready to fall, to straighten those who are bent and deformed? Are we trying to cement the other bricks to ourselves with the mortar of brotherly love? Are we seeking in any way, by either great deeds or small, to make the world the better for our having lived in it? We should remember the words of the poet, who says:

" Nothing useless is or low;
Each thing in its place is best;
And what seems but idle show,
Strengthens and supports the rest.

For the structure that we raise,
Time is with materials filled;
Our to-days and yesterdays
Are the bricks with which we build.

In the elder days of art,
Builders wrought with greatest care,
Each minute and unseen part;
For the gods see everywhere.

Let us do our work as well,
Both the unseen and the seen;
Make the house where gods may dwell,
Beautiful, entire, and clean.

Else our lives are incomplete,
Standing in these walls of Time,
Broken stairways where the feet
Stumble as they seek to climb.

-Build to-day, then strong and sure,
With a firm and ample base,
And ascending and secure,
Shall to-morrow find its place."

A LITERARY CURIOSITY.

A lady of San Francisco is said to have occupied a year in hunting up and fitting together the following 38 lines from 38 English poets :

LIFE.

Why all this toil for triumph of an hour?—*Young*.
Life's a short summer—man a flower:—*Dr. Johnson*.
By turns we catch the vital breath and die;—*Pope*.
The cradle and the tomb alas so nigh.—*Price*.
To be is better far than not to be,—*Jewett*.
Though all man's life may seem a tragedy,—*Spenser*.
But light cares speak, when mighty griefs are dumb.—*Daniel*.
The bottom is but shallow whence they come.—*Raleigh*.
Your fate is but the common fate of all;—*Longfellow*.
Unmingled joys here to no man befall,—*Southwell*.
Nature to each allots his proper sphere,—*Congreve*.
Fortune makes folly her peculiar care.—*Churchill*.
Custom does not often reason overrule,—*Rochester*.
And throw a cruel sunshine on a fool,—*Armstrong*.
Live well, how long or short permit to Heaven;—*Milton*.
They who forgive most shall be most forgiven.—*Baily*.
Sin may be clapped so close we cannot see its face,—*French*.
Vile intercourse where nature has not place,—*Somerville*.
Then keep each passion down, however dear,—*Thompson*.
Thou pendulum betwixt a smile and tear.—*Byron*.
Her sensual snares let faithless pleasure lay,—*Smollett*.
With craft and skill to ruin and betray,—*Crabbe*.
Soar not too high to fall, but stoop to rise,—*Massinger*.
We masters grow of all that we despise.—*Cowley*.
O, then, renounce that impious self-esteem;—*Beattie*.
Riches have wings and grandeur is a dream,—*Cowper*.
Think not ambition wise because 'tis brave,—*Davenant*.
The paths of glory lead but to the grave.—*Gray*.
What is ambition? 'tis a glorious cheat,—*Willis*.
Duly destructive to the brave and great,—*Addison*.
What's all the gaudy glitter of a crown?—*Dryden*.
The way to bliss lies not on beds of down.—*Quarles*.
How long we lie, not years, but actions tell;—*Watkins*.
That man lives twice who lives the first life well.—*Herrick*.
Make then, while yet we may, your God your friend,—*Mason*.
Whom Christians worship, yet not comprehend,—*Hill*.
The trust that's given guard, and to yourself be just;—*Dana*.
For, live we how we may, yet die we must.—*Shakspeare*.

THE QUARTERLY.

Nous travaillerons dans l'espérance.

HAMILTON, DECEMBER 31, 1877.

THE wants of our readers, and a desire to make our journal more attractive, have caused us to enlarge the present number and to change its form, making it more like a school paper than an advertising sheet. It has invariably been the rule that more matter came in to the editors for publication, than they had space to accommodate. In consequence of this the last number was made one-third larger than its predecessors. The increased interest taken in the Society by its members, and a desire to supply a felt want amongst the teachers of the city and county, have caused us to still further enlarge the present issue.

We publish this time solutions of the First, Second and Third Class Examination papers in Arithmetic for Teachers, given in July, 1877; a paper on Determinants, and the solution of a difficult style of arithmetical problem, with a few examples appended. It is our intention, in subsequent numbers to give solutions of other mathematical problems bearing directly on school work.

We also insert a number of essays read before the Society by some of its members during the present term, to give our readers an idea of at least part of the programme at a regular meeting. We do not claim for these essays any special merit; they were written to be read before the Society, and not to appear in public print; but in order that a correct judgment may be formed with reference to the proceedings at our meetings, we publish them, and refer to the *resume* of our proceedings during the present term, given elsewhere.

The increased interest in our meet-

ings has been in no small degree owing to the presence of the ladies, a number of whom have joined the Society, and are taking an active part in assisting to carry out its various operations.

Our journal has not assumed the most attractive form in times past—a cursory glance at its exterior conveying the impression that we were more desirous of giving prominence to the merchants of Hamilton than to the literary articles within. In the hope then that it would meet with the approval of the public to a far greater extent than formerly, we have, after spending considerable time and trouble, as well as being at not a little expense in the matter, effected a change, and now present to our readers a larger, neater, and, we trust a fully more interesting number than before.

This is our Christmas number, and although larger on that account, it is not our intention to allow subsequent issues to diminish either in size or interest.

The *Canada School Journal* for December is to hand, and is fully up to the numbers that have preceded it. As its editors are amongst those who occupy prominent positions in our School System, we look for articles that will reflect credit on their producers, and therefore on the cause of education in general. The *School Journal* is certain to produce a beneficial effect on the profession. The publishers will mail a sample copy free to any teacher or trustee who has not seen one. To all others, specimen copies are ten cents each, and the subscription price \$1.00 per annum.

Among our exchanges we notice the *Collingwood High School Times* and *Queen's College Journal*. The general character of these periodicals has become so familiar through lapse of time, as not to need any eulogiums of ours. Suffice it to say they maintain their reputation.

SWEET GIRL GRADUATES.

Oh, I wish

"That I were some great Princess, I would build
Far off from men a college like a man's,
And I would teach them all that men are taught."

SO sang the Laureate in his magnificent *medley*—a poem that has embodied and crystalized the wit and ridicule hurled at the scheme of higher education of woman in its incipient stage, but so great has been the advance of opinion in this respect that the poem is speedily becoming a splendid monument of forgotten human prejudice.

The subject of female education is by no means a recent one. It was advocated long ago by such men as Sidney Smith and Dr. Johnson, but the mass of women remained ignorant, so great was the power of conventionalism and the dread of those terrible terms, "blue stocking" and "strong-minded." But the subject is now receiving a more than ordinary amount of attention in all parts. Woman herself comes forward and demands a share in the enlightenment of the world. Parents are alive to the fact that daughters as well as sons have intellects to be developed, disciplined and matured. Private enterprise and public liberality are everywhere providing means for this. Man's civilization may be gauged by his estimation of woman. Her mission is to "save him from himself;" to act as a help-mate, not as a toy,

"Something better than his dog, a little clearer than his horse."

By mind and muscle man has conquered the world; by love and loveliness woman has conquered man. They are really, as the French have it, *Vainqueurs des Vainqueurs*, notwithstanding many of the "lords of creation" proudly arrogate to themselves a superiority of intellect as of physical strength, and look in "all the manliness of grief" at the heresy that

"With equal husbandry,
The woman were the equal with the man."

But on the other hand, there are many earnest thinkers who cheerfully recognize, and boldly affirm, the equality, but not necessarily the identity of the intellect in the two sexes, and this brings us to our subject, the Higher Education of Women.

We may take it for granted that there is a demand for it; that there are young women who have an aspiration for a generous culture, and that there is a field for the display and use of such in a woman's career, whether it be the family, the school, the church, literature or science.

Let us first understand what is the meaning of the term "liberal education."

Speaking generally, education may be divided into three branches, elementary, which a state offers and urges on all, to enable them to be intelligent and profitable citizens.

2nd.—Special, that which fits for some particular calling in life.

3rd.—Liberal, which seeks the complete symmetrical development, discipline and refinement of the mind, by going to principles from which results are traced—hence this latter is called *culture*.

In all countries ample provision has been made for imparting this liberal culture to young men, but, until of late, woman has not been looked upon as not having any interest in that line.

It is true, there are many excellent boardingschools, seminaries, etc., but they, when not vicious, are only "keeping the word of promise to the ear, but breaking it to the hopes." They subordinate intellectual culture to popular accomplishments; their curricula afford hasty and superficial dabbling in science and letters, but not the severe and extensive

application requisite for mental training,—in short, their function is elementary and special, not liberal.

Our purpose is briefly to look at the object, the difficulties and the methods of securing this superior culture for women.

In the first place, equality of education has no connection necessarily with the so-called woman's rights. Its object is simply to endeavor to make scientific and literary training do for woman what it does for man—to give breadth, precision and fertility to her mind, to give her self-reliance, refinement and elevation of character. It would be difficult to show that cultivation would not in women, as in men, modify the moral attributes in proportion to the mental growth; nor need we have any more lively apprehensions of the production of strong-minded females of the blue stocking proclivities than of scientific pedants or literary poetasters. Exceptions do not prove a rule, and we contend that a man can be made more manly and a woman more womanly by the greatest possible amount of mental training. Gail Hamilton says, "neither literary nor political intelligence nor practical skill unfits woman for home. They make her more ready of hand, more fertile of resource." "Learning is modest" and "knowledge is power," are truisms that know no sex. Granting then that culture is possible, desirable and efficacious with regard to women, we must not ignore the stubborn fact that it is difficult. Greater care must be taken of a girl's health; her time is more limited, and her domestic relation and qualities must be kept intact. The current idea seems to be that the chief end of woman is—to marry, and hence as soon as possible she must be provided with the necessary accomplishments to attract and please, and placed on the market to wait the "coming man." This is a difficulty in our path. A young woman is "brought out" about the time when she should be at her studies, and it is feared that the seclusion requisite for study would be fatal to her marriage prospects, for

we must admit that the great majority of women make their living by marriage and that their marketable age is limited. But the contention is that there are thousands of women who never marry, and who want to procure an independent livelihood; and then again there are some men who are not fools, and consequently who do not require women to act the fool to attract them. Every one admires delicacy, grace and retiring modesty in woman, and these are not incompatible with higher training in woman any more than in man. Her education should have special reference to her domestic future, it is true, but the accomplishments required to attract and please should be subordinate to mental grace and vigor that assist and endear. The course of higher education for women need not necessarily be identical with that for men, but it should be equal to it. We have seen that her requirements are different from his. A course of education should make allowance for this fact. Perhaps her strength might be questioned, but the strength required for great mental exertion is of a passive kind, of endurance, of lengthened attention, of continuous application, and this woman possesses in a high degree. The aim of such a course should be to correct her more noticeable failings. Her power of reception, morally and mentally, is great—she is a good book student, not an accurate or original thinker. Quick at understanding and feeling, she often jumps at conclusions without sufficient data for induction. Let her be trained to correct her hasty generalization, and tendency to settle important matters by mere likes or dislikes, as well as inaccuracy of thought. Let her have perpetual contact with ideas of laws and of abstract truth, with large and liberal views of politics and history. Let her learn languages as vehicles of thought and feelings, music and art in their several stages according to the laws of science. Let her be pure and profound in her moral and artistic notions as in her affections, and as accurate and scru-

pulous in her habits of thought as in her personal habits, and she will imbibe and assimilate as much crude knowledge as man.

We have, lastly, to discuss the methods proposed for the accomplishment of this culture without enfeebling her essentially womanly characteristics. It may be laid down that gregarious education is injurious to girls unless they are devoted to study. To boys, school is a type to life, but not so to girls. She is in danger of indiscriminate companionship; she has no strong principle corresponding to traditional honor among boys; she is acknowledged to have a greater facility for pettiness, deceit and frivolity—hence the objection to boarding schools. But boarding schools for boys are, far too frequently, mere hot-beds of vice, where in making children manly they become old in all the vices of life ere life has well begun. The case is different at college for men, and would be also for women, for those likely to take such a course, would not be of the light frivolous class. Home education is, of course, the very best for women, and in any course, home influence should be carefully preserved. In elementary education, public and private schools may certainly admit the sexes on an equality; they will mutually benefit each other. Academies and collegiate institutions should also, by all means, be open to ladies for preparatory drill; but these are defective without the more leisurely and complete training afforded by a university course. It might be advisable to have a separate course for women at the universities, but certainly the complete course for degrees should be open to those who choose to take the severe work.

Much has been done in this respect of late in Europe and America. The plans tried are various. Edinburgh has lectures and examinations by a staff of professors; London University has thrown its examinations open to the ladies, and the college has special lectures for them; Oxford and Cambridge have organized a system of local examinations which are very popular; Dublin has Alex-

andra College for ladies. Colleges for ladies alone are springing up everywhere in England and America; colleges for ladies and gentlemen are becoming frequent; the trial of each class has been made, and their possibility and utility demonstrated. America has several fine establishments for girls alone, perhaps—

“With prides for proctors, dowagers for deans,
And sweet girl graduates with their golden hair.”—
but evidently doing good work. Canada has lagged behind in the race; it is only recently that anything has been done in this respect. The professors of University College, Toronto, have for years given lectures to ladies, and now the examinations are thrown open to them, but not as yet graduation. But lectures do not constitute training, nor do examinations make provision for the necessary preparation—this has yet to follow. A more complete course might be organized for which our Collegiate Institutes could give the requisite training. Prizes should be offered for competition as an inducement, and prominence and publicity given to the successful candidates. Much remains yet to be done, still it is satisfactory to have a start in the right direction. It now remains for our ladies to take advantage of the privilege in order to give the scheme a good trial.

CLINTON.

OUR LITERARY AND DEBATING SOCIETY.

IT again becomes our pleasure to state for the information of ex-students and those intending to take a course at the Institute, that the above named society is still regarded as one of the necessary auxiliaries conducive to the student's pleasure and profit, and that the sentiment of unity and good-will which heretofore existed among members, is still cherished as one of its distinguishing features, and as the safest support of the organization. It has now existed for three years, and its importance has, ever since its institution, been heartily

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recognized; its membership for each succeeding quarter, with but few exceptions, has steadily increased, and many of our old friends will be surprised to learn that there are at the present time no less than sixty-three members in actual attendance. Should the efforts of any of our members here or elsewhere, bring them into prominence at the bar or the pulpit, they will, no doubt, look back with pleasant recollections on their first efforts to speak before a seemingly critical audience, composed only of fellow students, and perchance will affectionately regard our society as the Alma Mater of their eloquence.

We do not claim that the society will make any of its members a Cicero, but we do claim that it will set him on the right road and give him a good start—that though his ambition may not be to distinguish himself as an orator, yet the training he receives will the better prepare him to mingle in society with advantage to himself and others.

The introduction of ladies into the society forms a new feature in its history, and we are convinced that their presence has exerted a wholesome influence over our meetings. We notice that more care is taken by the male members in preparation for either debates, readings or essays. We wonder at the fact that they have so long been deprived of the advantages and privileges that the boys have enjoyed. We would not insult them by saying that it is quite as important for our lady friends, though they may never occupy public positions, to become acquainted with subjects with which as yet many are but slightly acquainted. Two of the ladies, it will be seen, are members of the editorial staff of THE QUARTERLY, and, through the assistance of the lady members, we anticipate an increased attention to some of its departments.

To give our readers some idea of what is done in the society, we will revert to the proceedings of the present quarter. Besides the business that has engaged its attention, papers have been read upon the following subjects—in all

cases original productions:—Ancient and Modern Customs—Education and Literary Culture—Diligence Ensures Success—A Canadian Winter—and The People we Meet.

There have been twelve readings given during the two months that have passed. The able Shakspearian Readings of Prof. Bell, at the Institute, have contributed in no slight degree to the improvement in this respect.

The debates are generally considered as forming the most interesting feature of each meeting, and unsurpassed as a mental exercise and vehicle of thought. The following subjects were discussed in debate by the members: Resolved, first, that a *barbarous* man is happier than a *civilized* man,—decision for the affirmative; second, that the *farmer* is a more useful member of society than the *mechanic*,—negative; third, that *commerce* is more conducive to the best interests of the state than *agriculture*,—affirmative; fourth, that England will not retain her present commanding position,—affirmative; fifth, that the *steam-engine* has been more serviceable to man than the *printing-press*,—negative; sixth, that *ancient patriotism* was more intense than *modern* is,—negative; and seventh, that *professional life* offers a better opening to a young man than *mercantile life*,—affirmative. The debaters do not select their own subjects, nor the side they would prefer speaking upon,—the General Committee take this in charge, and the subjects and the names of the debaters are posted up two weeks before the debate comes off. The committee endeavor to arrange it so that every member will at some time during the quarter participate in the various exercises of the programme, and all are expected to take the part assigned them. It must be noticed, too, that all the mistakes that are made, in regard to style of expression, syntax, pronunciation, position, &c. must needs be corrected in order that the most benefit may result. The critic appointed at each meeting has this opportunity, and his humorous and

pointed remarks generally leave a knowledge of the error upon the mind of the one committing it. The criticisms are always given and received, we are sure, in a proper spirit.

To conclude, we are certain that the acquaintances formed here will be lasting, and that the happy incidents that occur, and the bond of friendship formed will leave indelible impressions upon the

mind of those who have once partaken of its advantages and pleasures.

The following gentlemen constitute the General Committee for the next term :

<i>President,</i>	- . . .	N. McCALLUM.
<i>1st Vice,</i>	- . . .	W. MARTIN.
<i>2nd Vice,</i>	- . . .	W. HUNTER.
<i>3rd Vice,</i>	- . . .	G. ROSS.
<i>Secy. & Treas.</i>	- . . .	H. SUTHERLAND.
<i>Councillor,</i>	- . . .	W. BOYLE.

USE OF INFINITIVE AND PARTICIPLE.

[BY A COUNTY TEACHER.]

I.—NATURE OF INFINITIVE.

UNLIKE the Adjective Pronoun, which is sometimes an Adjective and sometimes a Pronoun, the Infinitive Mood is not sometimes a Noun and sometimes a Verb, but always both together. It is a Verb in itself, and in its relation to words in "its own phrase," but in its relation to other words than these in the same sentence, it is a Noun ; but it must be added that when the "Infinitive Phrase" is used, it is not the Infinitive alone, but the whole Phrase that possesses the relation to the Noun. Thus, in the sentence "To sing merrily is pleasant," the whole phrase "to sing merrily" is the subject, consequently a Noun Phrase, while the relation of "to sing" to "merrily," a word in the Infinitive Phrase, is verbal, this latter word modifying "to sing" in the same manner as an adverb may modify a finite verb.

II.—CONSTRUCTION OF INFINITIVE PHRASES.

An Infinitive Phrase consists of (1) an Infinitive Mood, (2) a completion—predicate Nominative or Objective—or an Adverbial extension, or both of these.

Examples:—(a) Infinitive completed by Predicate Nominative "to be a hero." Here "hero" is P. N. completing "to be."

NOTE.—The Infinitive is an "Infinitive Mood," therefore its completion will not refer to any particular person or thing, unless it be a Proper Noun or word used as a Proper Noun.

- (b) Infinitive completed by Objective, "to sing songs is pleasant."
 (c) Completed by Double Object, "to advise the queen to sign the bill is his duty"—"queen" is the "direct," "to sign the bill" the "indirect" object.
 (d) Infinitive with "Adverbial Adjuncts," "It is difficult to travel fast along bad roads when it is dark." The Infinitive "to travel" has three adverbial adjuncts, the Adverb "fast," the Prep. Phrase "along the road," the Adverbial sentence, "when it is dark."
 (e) Infinitive with both Completion and Extension, "To censure him severely will suffice"—him is the completion, severely the extension.

III.—DIFFERENT RELATIONS OF INFINITIVE.

1. The Infinitive or Infinitive Phrase is sometimes used,

- (a) As Subject Nominative "seeing is pleasant."
 (b) As Pred. Nominative, "To see is to believe"—to believe is P. N.
 (c) As Apposition Nominative, "The sense to see is a pleasure"—to see is in apposition with sense.
 (d) As Absolute Nominative, "To see being a pleasure, let us see"—to see is here absolute.
 (e) As Objective after a finite verb, "I love singing."
 (f) As Objective after a preposition, "He came to see me."
 (g) As an adverb to modify an adjective, "Man is sure to die."
 (h) As an adverb to modify a verb, "My heart was filled with melancholy to see it."
 (i) As object after a Passive Verb, "He is said to have gone"—"to have gone"—is the object of "said."
 (j) As an adjective, "He has a house to be sold."

The infinitive active "to sell" may be used instead of the passive form, "to be sold." Anomalous uses are observed in other languages.

- (k) An expedient to supply the absence of different tenses of the verb "must," and consequently of different tenses of the Potential Mood of other verbs.

He had to go. This use of the different tenses of "have" and "be" with the Infinitive of other verbs is evidently caused by the absence of a Past Tense of the verb "must." It was probably first used in the past tense. It is easily conceivable how the usage of language should cause it to be used in the Present Tense also, although there is no need for this. In other languages the verb "must" is used throughout, and not our Infinitive expedient. Compare the following with the German :

Present Tense.—I must go, or I have to go, or I am to go=Ich *muss* gehen.

Past Tense.—I had to go=Ich *musste* gehen.

Future Tense.—I shall have to go=

Ich werde gehen *müssen*.

In analysis of such constructions the Infinitive, together with the different parts of "have" or "be" should be treated as "Grammatical Predicate."

Sometimes when the verb "be" is used with very slight emphasis, merely "intention" is intended to be conveyed.

Thus, "I was to go," does not mean "I had to go," but merely "It was intended that I should go."

PARTICIPLES AND THEIR PHRASES.

I.—NATURE OF THE PARTICIPLE.

Like the Infinitive, the Participle has a double relation. It is at the same time an adjective and a verb. It is a verb in itself and in its relation to other words in its own phrase, but with regard to any other words than these in the same sentence, its relation is adjectival. As with the Infinitive, when Participial phrases are used, it is the whole phrase, and not merely the "participle" that is adjectively related. Thus in the sentence "John, having hurt his foot, cannot come;" the whole phrase "having hurt his foot," is related adjectively to John, while the relation of the participle, "having hurt," with respect to "foot," is verbal—this latter being the objective case of the verb "having hurt."

II.—CONSTRUCTION OF THE PARTICIPIAL PHRASE.

A Participial Phrase consists of (1) a Participle, and (2) a completion or extension, or both.

Examples :

- (a) Participle completed by object :—
 "Telling the truth he feels happy."
 (b) Participle completed by Pred. Nominative or Predicate Adjective.
 "Being a lawyer, he gave his opinion."
 "Being honest, he was respected."
 (c) Participle extended by adverbial adjunct : "Being placed in difficult circumstances he cannot pay it."
 (d) Participle completed and extended :
 "He having told me yesterday that all were ready, I proceeded." The parti-

ciple has a double object, "me" and "that all were ready," and an adverb yesterday.

III.—DIFFERENT USES OF THE PARTICIPLE AND PARTICIPIAL PHRASE.

(a) The usual use of the Participle or Participial Phrase is "with a Noun to point out some fact which we connect in thought with that for which the Noun stands."—(Mason.)

Thus, in the sentence, "He having hurt his foot cannot walk." The phrase "having hurt his foot" points out a certain fact respecting he. Abbot regards such phrases, however, as "adverbial," and this not without good reason. It is, however, usual to consider them as adjectival.

(b) Sometimes the Participle is used as an adjective pure and simple, and does

not involve the idea of time. In such cases its verbal power is entirely lost, as—a drunken man, a fighting dog.

(c) The participle, or its phrase, is often used as a Predicate Adjective—"Parrhasius stood gazing upon the scene." The phrase "gazing upon the scene" is used as Pred. Adjective.

(d) Sometimes it is used as an indirect object after a transitive verb: I saw him stealing.

(e) As the Participle is an Adjective, and adjectives are often used with the force of Nouns, so all Participles may be used with the force of Nouns.

Pres. Participle as subject: "His leaving us" causes sorrow.

Future Participle: My "being about to leave" causes commotion.

Perfect Participle: His "having gone to England" caused trouble.

MATHEMATICS.

Solutions of Arithmetical problems given at the recent July examination for Teachers.

THIRD CLASS.

1. 37 oz. German std. silver = 36 oz. Eng. = $36 \times 61\frac{1}{2}d.$
69 thalers = 41 oz. std. silver = $\frac{3}{4}$ of 36 of $61\frac{1}{2}d.$
1 thaler = $\frac{1}{8}$ of $\frac{3}{4}$ of 36 of $61\frac{1}{2}d.$ = $35\frac{1}{8}\frac{1}{2}d.$
2. The fraction = 8. ∴ A, B and C do $\frac{1}{2}$ the work in 1 day, whereas A and C do only $\frac{1}{3}$ of it in 1 day. ∴ B must do the remaining $\frac{2}{3}$ in 1 day and will ∴ do it all in $2\frac{2}{3}$ days.
3. If $2\frac{1}{4}\%$ is wasted only $97\frac{1}{4}\%$ remains. ∴ 170lb is $97\frac{1}{4}\%$ of the quantity which must be taken. ∴ orig. quant. is $\frac{100}{97\frac{1}{4}} \times 170 = 175\frac{3}{4}$ of this is old brass, $\frac{1}{11\frac{1}{2}}$ copper, and $\frac{1}{11\frac{1}{2}}$ lead. The quantities req'd are ∴ $51\frac{1}{16}$, $85\frac{1}{16}$ and $37\frac{1}{2}$ lbs.
4. 4s 6d = \$1.09 $\frac{3}{4}$ i. e. $\frac{1}{4}\text{ } \text{£} = \$1.09\frac{3}{4}$
∴ $\text{£}1 = \frac{4}{1}$ of \$1.09 $\frac{3}{4}$,
and ∴ $\text{£}18\frac{1}{4} = 18\frac{1}{4} \times \frac{4}{1}$ of \$1.09 $\frac{3}{4}$ = 89.02 nearly.
5. \$3 $\frac{1}{2}$ will insure \$100, \$3 $\frac{1}{2}$ of this being "paid for insurance" and the remaining \$96 $\frac{2}{3}$ being property insured, so that to insure \$96 $\frac{2}{3}$ worth of property in this way, costs \$3 $\frac{1}{2}$.
If to insure 96 $\frac{2}{3}$ costs 3 $\frac{1}{2}$
then to insure 29 costs 1
and to insure 1 costs $\frac{1}{29}$
∴ to insure 48628 $\frac{1}{2}$ costs $48628\frac{1}{2} \times \frac{1}{29} = \$1676\frac{1}{2}$.

6. The numerator contains 6 as often as the denominator contains 5 and \therefore contains 6 as often as the two together contain 11, but the two together contain 11, 32 times \therefore numerator contains 6, 32 times and $\therefore = 192$, similarly denominator = 160.
7. $178\frac{7}{8}$ yards of paper 21 inches wide will cover 104 square yards, which must be area of the four walls, \therefore an end and a side wall together will contain 52 square yards, or 24 and 28 square yards respectively since the latter is $\frac{1}{3}$ more than the former. Each is 4 yards high \therefore their lengths are 6 and 7 yards, and area of floor 42 square yards. This will require 56 yards of carpet 27 inches wide, which will cost $56 \times \frac{1}{4} = \98 .
8. Any two numbers multiplied together give the same result as when their G. C. M. is multiplied by their L. C. M.
 \therefore one number = $\frac{L.C.M. \times G.C.M.}{\text{other number}}$ \therefore number required = $\frac{63403294149420187}{85044059}$
9. Difference between interest and discount = interest on the discount.
 \therefore 9.80 is interest on the discount for 21 months at 8%
 \therefore 5.60 " " " " 12 " "
 \therefore .70 " " " " 12 " "
 \therefore discount must be \$70 \therefore interest is 79.80, and the same operation with this as with the 9.80 gives \$570 for the principal required.
10. The field may be divided into 3 squares, each of which will contain 2 acres, 300 yards, or 9980 square yards, and the square root of this will be one side of the field. Three times this result is the other side.

SECOND CLASS AND INTERMEDIATE.

1. These quantities reduce to 1932, 1890 and 1035 pecks respectively. The L. C. M. of these is 86940 pecks, or 21735 bushels.
2. \$480 outlay bought 1500 yards \therefore what he receives for 220 yards is the gain on 1500 yards, or what he receives for 11 yards is the gain on 75 yards. Now if the selling price of 11 yards is the gain on 75 yards, then " " " 64 yards must be the cost price of 75 yards, \therefore in selling 64 yards, 11 yards are gained and $\frac{1}{4} \times 100 = 17\frac{3}{4}\%$.
3. The hands will be together when the first has gained and the second lost an hour, and this at the rate of 10 minutes in 12 hours will require 72 hours.
4. 12 oz. silver are worth 66s.
 \therefore 112 " " " 616s.
 and £1869 gold weigh 480 oz.
 £ 623 " " 160 oz.
 623s " " 8 oz.
 1s " " $\frac{8}{112}$ oz.
 616s " " $\frac{8}{112} \times 616 = 7\frac{1}{7}$ oz.
5. If the interest is $\frac{1}{n}$ of the sum then \$1 is the interest on \$n \therefore \$(1+n) is the amount of \$n \therefore \$n is the present worth of \$(1+n) \therefore \$1 is the discount on \$(1+n), that is the discount is $\frac{1}{1+n}$ of the sum.
6. 5% of the note = \$44.52 \therefore whole note = \$890.40 and present worth of this for 1 year at 5% = $890.40 \times \frac{2}{3} = \848 .
7. The proceeds of 13 shares in the Commerce will purchase 12 shares in the Dominion. The income from this in the Commerce is $14 \times 4 = 52$; in Dominion $12 \times 4\frac{1}{2} = 54$ \therefore by a transfer of 13 shares \$2 is gained and \therefore by $32\frac{1}{2}$ shares \$5 will be gained; but this is 65% \therefore the whole amount is 50 shares, that is \$5000 stock or \$6000 invested.
8. If 1 guilder = \$.415, 6000 G. = \$2490. Again 6000 G. = $\frac{6000}{11\frac{1}{2}} = \$4000 \times \frac{10}{11} \times 1.09\frac{1}{4} \times \frac{1}{11\frac{1}{2}} = 2557.65$ \therefore gain = \$67.65.

FIRST CLASS.

1. At the end of 72 hours the clocks respectively indicate 1 o'clock, 11 o'clock, and 12 o'clock; at the end of another 72 hours the times indicated are 2 o'clock, 10 o'clock, and 12 o'clock, and so on, so that at the end of 12 times 72 hours, the clocks all indicate 12 o'clock. The answer is $\therefore 72 \times 12$ or 864 hours.

2. $\$31.20 \times \frac{61}{100} \times \frac{21}{100} = \text{cost} = \512.40 , and this divided by 40 cents gives 1281 lbs. Answer :

3. This means that \$ a is the discount on \$ b.

\therefore \$ b—a is pres. w. of \$ b.

\therefore \$ b is amount of \$ b—a.

\therefore \$ b—(b—a) or a is interest on b—a.

i. e., interest is $\frac{a}{b-a}$ of the sum of money.

(1.) $\frac{1}{6}$ of req'd. sum = 180. $\frac{1}{6}$ of req'd. sum = 261; whence $\frac{1}{6} = \frac{261}{180} = \frac{45}{30} = \frac{15}{10}$, for 6 years, and $\therefore = 17\frac{1}{2}\%$ for one year, or $7\frac{1}{2}\%$; also sum req'd. = $\frac{2}{3}$ of 261 = \$580.

(2.) $\frac{1}{6}$ times the price = 150 $\frac{1}{6}$ times the price = 180. This gives $\frac{1}{6} = \frac{1}{6}$ of prin. = \$900.

4. \$1113 currency = \$1050 gold. $\frac{1}{100}$ of \$1050 = 17500 amt. of stk. req'd. The brokerage on this at $\frac{3}{8}$ is \$65.62 $\frac{1}{2}$. The amount of currency req'd. will \therefore be \$65.62 $\frac{1}{2}$ in addition to the cost of \$17500 stock. If the stock be assumed to be at par, the amount will be :

$$17500 + 65.62\frac{1}{2} \text{ or } \$17565.62\frac{1}{2}.$$

NOTE.—This question as given was incomplete, as no stock quotation was given.

5. $510.51 \times \frac{110}{100} \times \frac{1}{10} \times \frac{1}{100} \times \frac{1}{100} = 458.79\frac{1}{10}$. Ans.

6. 2 lbs. std. gold = 89 G.

2 x 5760 grs. std. gold = 89 "

2 x 5280 pure gold = 89 G. = 89 x 21 x 12d.

1 gr. " " = $\frac{3 \times 21 \times 12}{2 \times 2 \times 2}$ d.

1 gr. copper - - - = $\frac{2 \times 1}{2 \times 2}$ d.

1 gr. gold, - - - = $\frac{3 \times 21 \times 12}{2 \times 2 \times 2} \div 7 \frac{3}{8}$ grs. copper.

$$= 619 \frac{1}{10} = 619.460227.$$

NOTE.—Silver is not taken into account in solving the question.

7. Interest = $\left\{ (1.1)^2 \times 100 - 1 \right\} \times 4000 = \1583.85 .

8. Sum invested in Consol. B. = $\frac{60.45}{100}$ of sur. invested in B. Com.

\therefore income from Consol. B. = $\frac{3 \frac{1}{2}}{100}$ of $\frac{60.45}{100}$ " " "

and income from B. Com = $\frac{4 \frac{1}{2}}{100}$ " " "

and these together = $\frac{7 \frac{1}{2}}{100}$ " " "

income from Dom. B. = $\frac{5 \frac{1}{2}}{100}$ " " "

and their difference = $\frac{2 \frac{1}{2}}{100}$ " " "

$\therefore \frac{2 \frac{1}{2}}{100}$ of sum invested in B. Com. = 12.75

\therefore sum " " " " = $\frac{500}{34}$ of 12.75 = \$1875.

9. A and B together do $4\frac{1}{2}$ times as much as C.

\therefore A, B and C do $5\frac{1}{2}$ " " "

\therefore C does $\frac{1}{11}$ as much as A, B and C.

and is \therefore entitled to $\frac{1}{11}$ of the \$120

similarly B is entitled to $\frac{1}{11}$ " "

and \therefore A gets the remaining $\frac{9}{11}$ " "

NOTE.—The time in which all three would do the work is not required in solving the question.

If a number is composed of two factors such that when one of them is increased by unity and the other diminished by unity they are still factors of this number, then these factors differ by unity.

For let a b be the factors
 so that $(a+1)(b-1)=ab$
 $\therefore ab+b-a-1=ab$
 $\therefore b-a=1$.

We have noticed many enquiries of late regarding the solution of the following problem: What is the present price of wine when, since the price was lowered 10 shillings a doz., we get 6 bottles more than before for £5?

If 6 bottles more can be had for £5
 then 1 doz. " " " 20 half pounds.

Now this 20 half pounds is composed of two factors, one being a certain number of dozen, and the other a certain number of half pounds, and by the conditions of the question these numbers are such that when the number of dozens is increased by one and the number of half pounds is diminished by one, their product is still twenty. The factors are, therefore, 4 and 5 and consequently the diminished price of 1 doz. is 4 half pounds, or 40 shillings.

Or thus: 6 bottles more for £5 will give
 1 bottle " " 200 pence.

Also lowering the price 10 shillings a dozen is lowering the price 10 pence a bottle.

Then taking 10 pence as the unit of price, 200 pence will be denoted by 20, and we have 20 composed of two factors, etc., as in the first solution, only we have here 10 pence instead of half pounds, and bottles instead of dozens, and the result is 4 tenpences a bottle, or 40 shillings a dozen as before.

Or thirdly:

Take a half dozen as the unit of number, then 5 shillings becomes the unit of price, and the result is 4 times 5 shillings per half dozen, or 40 shillings a dozen as before.

It will thus be seen that the unit is quite arbitrary, but that when once fixed it determines the unit of price.

Should the number be so large that the required factors cannot be determined by inspection they may be found by extracting the square root of the number, the integral part of the root being the smaller factor.

Thus the square root of 342 is 18.4, 18 and 19 are, therefore, the desired factors.

The following can be readily solved by this method:

1. Find the price of eggs per dozen when two more in a shilling's worth lowers the price a penny a dozen?
2. What is cotton worth per yard when to give 2 yards more for a dollar is the same as reducing the price $2\frac{1}{2}$ cents a yard?
3. The price of one kind of sugar per stone (14 lbs.) is 1s. 9d. more than of another kind, and 8 pounds less of the first can be got for \$1 than of the second. Find the price of each kind per stone.
4. A company dining together at an inn find their bill amounts to £8 15s. Two of them are not allowed to pay, and the rest found that their shares amounted to 10 shillings each more than if all had paid. Find the number of men.

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The following method of shortening the work of reducing certain vulgar fractions to circulating decimals may often be employed :

Suppose we require to reduce $\frac{1}{17}$ to a decimal ; dividing in the usual way we have

$$\begin{array}{r} 17 \overline{) 120(70588} \\ \underline{119} \\ 100 \\ \underline{85} \\ 150 \\ \underline{136} \\ 140 \\ \underline{136} \\ 40 \end{array}$$

Here we cease dividing by 17 as soon as we reach a dividend which is an exact divisor of any previous dividend. If we were to continue the operation and divide 17 into 40 and so on, we should obtain a result which is one third of the result obtained by dividing into 120. We may, therefore, divide this result by 3 for the remaining figures in the quotient placing each figure thus obtained to the right of the others and considering it as a part of the dividend. Thus, after dividing 3 into 7 the result stands—.705882, after dividing again we have .7058823 and so on, the complete quotient being .705882352941176470 etc., the last two figures showing that the decimal has begun to repeat.

Again, suppose we require to reduce $\frac{1}{15}$ to a decimal, the operation would be :

$$\begin{array}{r} 13) 60 (.461538 \\ \underline{52} \\ 80 \\ \underline{78} \\ 20 \end{array}$$

Here we have a choice of two methods.

1. Since 20 is an exact divisor of 60, we may divide 3 into .46 and so on.
2. Since 20 is an exact divisor of 80, we may divide 4 into 6 and so on.

In reducing $\frac{1}{15}$, we get .9 and remainder 3, we may, therefore, obtain the other 22 figures by dividing this by 7. Thus we have .9130434 &c.

DETERMINANTS.

The following is an easy method of expanding a determinant consisting of 9 constituents. Let the determinant be :

$$\begin{vmatrix} a, b, c \\ m, n, r \\ x, y, z. \end{vmatrix}$$

Write it thus : Placing a, x to the right, c, z to the left.

$$\begin{array}{ccccccc} c & a & b & c & a \\ m & n & r & & \\ z & x & y & z & x \end{array}$$

Now commencing with c take c m y, then a n z and b r x. These three products are positive. The negative terms are b m z, c n x, a r y—the expanded form being, c m y + a n z + b r x - b m z - c n x - a r y.

- Observe.—1. That the positive terms are obtained by reading to the right.
 2. “ “ negative “ “ “ “ “ “ left.
 3. The middle letter in the upper line occurs in the last positive term and the first negative one.

Thus $\begin{vmatrix} 6, 2, 3 \\ 2, 4, 5 \\ 3, 2, 4 \end{vmatrix} = 3 \cdot 2 \cdot 2 + 6 \cdot 4 \cdot 4 + 2 \cdot 5 \cdot 3 - 2 \cdot 2 \cdot 4 - 3 \cdot 4 \cdot 3 - 6 \cdot 5 \cdot 2.$

$$= 12 + 96 + 30 - 16 - 36 - 60 = 26.$$

$$\begin{vmatrix} 1, -a, -a \\ -b, 1, -b \\ -c, -c, 1 \end{vmatrix} = -a^2 b c + 1 - a b c - a b - a c - b c.$$

$$= 1 - ab - bc - ca - 2abc.$$

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In addition to the foregoing it may be stated that the school ranked *first* at the primary examination at Osgoode Hall last May; *first* in classics at Toronto University (1st year); *first* at McGill in mathematics and science, and *first* at the three Intermediate Examinations. Our school was also the *first* to send girls to University examinations, eight having passed the McGill examination in May, and one passed the regular matriculation at Toronto University.

During the last four years 42 obtained *second*, and this year *two* obtained *FIRST* class certificates. Taking the three intermediate examinations together no fewer than 59 passed.

ANNOUNCEMENTS.

No. 1. Classes re-assemble on January 7th, 1878.

No. 2. Those entering for the first time will assemble in the examination hall of the Institute at 9 a.m. for enrolment.

No. 3. All admitted pupils will assemble at 9 a. m., on Tuesday, 8th January—boys enter by the Caroline street gate, and the girls enter at the gate on Main street.

No. 4. Prof. D. C. Bell will resume his lectures on Shakspeare's plays on January 18th.

No. 5. The head master will be at his house (37 Bay street north), on Friday and Saturday, the 4th and 5th January, when he may be consulted on business pertaining to the school.

PERSONALIA.

Mr. Robert Barron of the University class of '75, *first* assistant master in the Smithville High School for the past year, is re-engaged for the ensuing year at an advance in salary.

Mr. James Millar (class of '76), mathematical scholar of Toronto University, is mathematical master of the Oshawa High School.

Mr. Harry Adair of Sixth Form, is at

present mathematical master of the Grimsby High School.

Mr. Frank Haight (Sixth Form), is still teaching in Scotland.

Mr. D. K. Cunningham (Fifth Form), is studying law in London.

Mr. Malcom McCallum of the University Class of '73, is first assistant master in the Port Rowan High School.

Mr. M. C. Biggar, A.A. (McGill) who ranked first at the matriculation examination at Osgoode Hall, in May last, is in one of the city law offices.

Mr. W. J. Alexander, B.A. (London), Dominion Gilchrist Scholar, is now modern language master in a large Government School, Prince Edward Island. Mr. Alexander was a member of the University class of '73 and '74.

THE QUARTERLY.—This little magazine, conducted by a staff of editors, etc., all students of the Hamilton Collegiate Institute, continues to sustain its reputation for ability. The paper on "The Verb" is quite a study in Philology; and the essay on "Success the result of Industry" is thoughtful. The "Free and Modern Translation of Virgil, Book II.," out of the original into Vernacular American, is exceedingly well done; its fault is that there is too little of it, and it is somewhat tantalizing to have to wait three months for another instalment.—*Canada Presbyterian.*

ODE TO THE QUARTERLY.

ACROSTIC.

Q ueen paper of papers, to thee do I write;
U pon thy fair pages I gaze with delight,
A nd wait with impatience until you appear,
R esolved that the news of our school I may hear.
T ake courage, fair paper, and as you've begun,
E ver onward proceed—you'll be beaten by none—
R ely on my words, for I know they'll come true;
L ong may you flourish, in all that you do!
Y ou dear little paper, I'll now say "adieu."

Why is a man who habitually tells falsehoods necessarily full of truth? Because he was made upright and no truth ever came out of him.

LOCAL.

Not long ago we visited the Insane Asylum of this city, and, but for the nature of the institution, we had just reason for feeling proud, inasmuch as, in coming across an elderly gentleman reading a paper, we enquired, "Is that the *Spectator*?" "No" said he, "It is the *TIMES*, you are the *Spectator*."

In consequence of ladies becoming members of the Literary Society, nervousness and a desire to show off, have increased among the boys. This was manifested in one instance by a member rising with awe-inspiring dignity, after a motion had been made, and saying—"Mr. Presi-i-ident! I-I-I move that the motion be seconded" (applause.)

One of our students is exceedingly pleased with his boarding-house. He tells us that it seems the most homelike of any he has ever been in. There are young ladies there, and it is expected *one* will leave home about Christmas, after which, in this *cold* world, may be found another house equally homelike to our aspiring friend.

The other day while going home from school we noticed that one of our city jewellers had engaged the services of an able-bodied man to carry round an advertisement suspended from a long pole. Now, we would suggest to that jeweller as well as to all other tradesmen who wish for "a walking advertisement," to engage with some of our city gentlemen who wear the latest style of collar, and to have advertisements printed on the backs of said collar at as much per square yard as can be agreed on by both parties.

A gentleman accompanied by several ladies while waiting for a train at the H. & N. W. station, employed the intervening time in playing nice little games. One of the young ladies, who had not been to school for fifteen years, wishing to know the difference in application of the terms "bus," "omnibus," and "rebus," suggested to the young gentle-

man's mind that now that the excitement ran so high, a good opportunity was presented to propose a game whereby to give a practical demonstration of the terms. So after a lucid explanation, for he was acquainted with a few prefixes and Latin roots, it was agreed that the ladies should play "bus" with the gentleman, and he, "omni-bus" with them. Its superiority as a game was heartily acknowledged by all, and the dear lady (not forgetting the meaning of "re,") said let us play *re-bus*—they did; the excellent and sweet features of the game were again rehearsed, and the fond girl, overcome with pleasure and bliss, said "there isn't nothing like applicative experience; it is exquisitely charming, superhumanly delicious, and (putting her finger in her mouth) its awful nice—lets play it some more. We sneaked round the end of the station to snort.

Not long ago the following paragraph appeared in the *Detroit Free Press*:—"A company of the students at the Hamilton, Ontario, Collegiate Institute became tired recently of paying high prices for board so they 'hired a hall' on Rebecca street, and proceeded to keep house for themselves. They manage to live for about half nothing, and, of course, save the rest for spending money. Over the door of their caravansary there is a sign in large letters which shows the appalling name, "The Farinaceous-Galactophagous Institution;" and when any inquiring stranger, who thinks this must be the Russian headquarters, asks the astounding title, the boys kindly explain that it stands for "The Mush and Milk Club"—as that delectable mixture forms the principal article of diet at the "Institution." These boys will get along in the world."

Thinking that some people from curiosity would like to know the origin of the "Gala-farina Club," we have attempted to give it briefly in the following doggerel. The scene is supposed to be laid in one of the city boarding houses, where several of the students, not being

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able to get up their work on account of their brains being muddled, have met to decide whether it would be advisable to start a "Gala-farina Club." After appointing a chairman, the proceedings are as follows :

Now the Chairman's brow was sad,
And the Chairman's speech was low,
And darkly looked he at the books,
And then he murmured slow :
"The New Year will be on us
Before our work is done ;
And if we do not do our work
What chance have we for fun."
Then up spake brave Sir Alford,
The leader of the band—
Sir Chairman and you gentlemen,
This thing I understand :
Let's start a club, Sir Chairman,
With all the speed we may ;
I, with one more to help me,
Will keep the mush in play ;
On that so simple diet
The work may well be done,
So who will go in shares with me
To help the thing to run ?"
Then up spake brave Sir Johnny Barr—
A bold young man was he—
"I'll go along with all my heart,
This thing to run with thee."
Then out went brave Sir Alford,
Along with Johnny Barr,
And soon they had engaged a hall
Where now they living are.
And since the two with porridge-stick
Have done as they had said,
They now can all get up their work
Much clearer in the head.

ODDS AND ENDS.

To readers of fiction.—The most thrilling tale known is that of the rattle-snake.

First Pat.—A cheer for Gladstone is it? Anny thrue Irish paythriot 'ud curse his name!

Second Pat.—Arrah! why, now?

First Pat.—Sorra' the man livin' has done so much to deprive us iv our grievances!

Young swell.—"I should like to have my moustache dyed." Polite Barber.—"Certainly. Did you bring it with you?"

A good repartee is told of a young man who was reminded that his aunt had paid his debts, and that he should be more submissive to the wishes of his relative. "Yes, yes, my aunt paid my creditors, but what has she done for me?"

A mother was hugging and kissing a "four-year-old" when she exclaimed—
"Charley, what does make you so sweet?"

Charley thought a moment and having been taught that he was made out of the dust of the ground, replied, with a rosy smile :

"I think, mother, God must have put a little thugar in the dust, don't you?"

MODEL POETRY.

A certain editor who attended a party was smitten with the charms of a fair damsel who wore a rose on her forehead, and thus gushed about it ;—

Above her nose
There is a rose ;
Below that rose
There is a nose.
Rose, nose,
Nose, rose,
Sweet rose,
Dear nose.

Below her chin
There is a pin ;
Above that pin
There is a chin.
Pin, chin,
Chin, pin,
Sweet pin,
Dear chin.

Whereupon a rival editor thus apostrophizes the other chap, —

Above the stool
There is a fool ;
Below the fool
There is a stool.
Stool, fool,
Fool, stool ;
Old stool,
Dampfool.

Below his seat
There are two feet ;
Above these feet
There is a seat.
Seat, feet,
Feet, seat,
Soft seat,
Big feet.

"Hand-made pants for sale." But we didn't know handmaids wore — do they?

A verdant young man entered a fancy store in a city, lately, while the lady proprietor was arranging a lot of per-fumery. She enquired of him if he would not like to have some musk bags to put in his drawers. After an examination of the article he told the young lady that he did not wear drawers, and wanted to know if it wouldn't do to wear them in his pantaloons.

In this analytical age it may not be uninteresting to give the analysis of the name of His Satanic Majesty, as given by the late Rev. Mr. Shirra, of Fifeshire, Scotland. We give it in his own language: "Just look at it, my brethren, D-e-v-i-l. Tak the d frae him an he's evil; tak the e frae him an he's vil(e); tak the v frae him an he's il(l). Sae ye see he's naething but an ill, vile, evil, devil."

QUESTIONS ON EDUCATION.

GIVEN AT THE RECENT MODEL SCHOOL EXAMINATIONS IN HAMILTON.

(I.) Define Intellectual, Physical, Moral and Aesthetic Education, and show in what manner they are connected with P. S. Education.

(II.) Give your method of teaching the first lesson on each of the following subjects: Numeration, Division, Reduction, L. C. Multiple and Fractions.

(III.) Explain (1) your method of bringing a class to the floor for recitation; (2) dismissing them; (3) dismissing the whole school for recess.

(IV.) Give notes of an Object Lesson, or any two of the following subjects: The Sheep, A Lead Pencil, Cotton, Iron.

(V.) Explain your method of teaching the first lessons on (1) The Parts of Speech; (2) Analysis; (3) Synthesis. At what stage of the pupil's advancement would you introduce each of these subjects?

(VI.) How would you teach reading to a class (1) in the first part, 1st Book; (2) to an advanced class. Would you

teach any other subjects at the same time, if so, what?

(VII.) How would you correct errors in (1) Spelling; (2) Pronunciation; (3) Arithmetic; (4) Composition?

MODEL SCHOOL EXAMINATION.

EXAMINERS' REPORT.

The examination of candidates that have been in attendance at the Wentworth County Model School during the second session was held in the Central School building, Hamilton, on Friday, Saturday, and to-day. Mr. J. J. Tilley, who was appointed to inspect the school on behalf of the Education Department, was present on Friday and expressed himself as well pleased with the manner in which the school had been conducted. The examination was partly oral and partly written, and the results were alike creditable to the Model School teachers and their pupils. The following candidates received certificates: Emerson B. Howard, James Martin, John C. Medlar, George Monkhouse, Mary E. Billington, Annie Burns, Elizabeth Cook, Jennie L. Edgar, Jessie Gilbert, Annie Gregor, Eva M. Hall, Janet James, Sarah Marshal, Carrie Moore, Maggie McBean, Helena McMenemy, Cecilia O'Connor, Stephane Porteous, Agnes Steedman and Agnes Turnbull.

EXAMINERS' REPORT.

The Board of Examiners beg to report in connection with the County Model School, recently established in the city of Hamilton, as follows:

I. That they have attended two examinations of teachers-in-training, one held in October last, when 18 candidates were examined before receiving Third-class Certificates, and the present December examination, when 20 candidates similarly have been presented before obtaining their certificates.

II. That they have observed with great satisfaction a marked good effect as the result of special training of teachers at the Model School under the careful and efficient direction of Mr. Principal G. W. Johnson and his staff of assistants, especially in the subjects of Mental Arithmetic and Education. The Board would take this opportunity of directing the attention of teachers to the necessity of special care in instructing their pupils in composition, particularly that of letter-writing, including the important points of address, signature, punctuation, and spelling. The Board would further direct the attention of said teachers to the necessity of inculcating

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English

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General

a studious care of pupils of both sexes as to refinement of manners and speech on the playground and in the schoolroom.

On motion, the above report was adopted.

Moved by Rev. G. A. BULL, M. A., seconded by Rev. JAMES HERALD, and resolved, "That a copy of the following be presented to Principal G. W. Johnson and his assistants Miss White and Miss Henry:"

To Mr. G. W. Johnson and Miss White and Miss Henry, Model School Teachers, Hamilton:

Having reviewed the work of your difficult and high office, as Principal and Teachers of the Wentworth Model School in Hamilton, on two occasions (October and December, 1877), we beg to offer you an expression of our united testimony as to the efficient discharge of your trust, the chief proof of which is in the evident improvement of those teachers-in-training placed under your care.

J. H. SMITH,
Chairman of the Examining Board.
G. A. BULL, M.A.,
STEWART HOUSTON, M.A.,
JOHN PORTEOUS,
JAMES HERALD,
A. MACALLUM, M.A., LL.B.

CHRISTMAS EXAMINATIONS.

Prize List.

FIFTH AND SIXTH FORMS.

- Classics* :—1st, Fraser, M. S. ; 2nd, Graham, Geo.
Mathematics :—1st, Ratcliffe, Jas. ; 2nd, Martin, Wm., who also ranks 2nd in English.
French :—Cummings, Miss A. (æq.) who also ranks 3rd in General Proficiency.
German ;—Macklin, Miss H., who also ranks 2nd in General Proficiency.
English Grammar and Literature :—Ross, Geo., who also ranks 1st in General Proficiency.
History and Geography :—Harrison, Miss L.
General Proficiency :—
1st, Ross.
2nd, Miss Macklin.
3rd, Miss Cummings.
4th, Keppele, Geo.
5th, Alford, Wm.
6th, McKinnon, D.
7th, Lawson, Andrew.

NOTE—The Examinations in the Upper School were optional.

FOURTH FORMS.

- Classics* :—1st, Jas. Stoddard ; 2nd, N. McCallum, who also ranks 2nd in General Proficiency.
French :—1st, Miss D. Stewart, who also ranks 4th in General Proficiency.
French :—2nd, Miss A. Troup, who also ranks 3rd in General Proficiency.
German :—1st, Miss A. Cook.
Latin and French :—1st, Miss Sinclair.
Natural Philosophy, Chemistry, &c. :—1st, Miss L. Dickinson, who also ranks 1st in Mathematics and 1st in General Proficiency.
General Proficiency :—1st, Miss Dickinson ; 2nd, N. McCallum ; 3rd, Miss A. Troup ; 4th, Miss D. Stewart ; 5th, J. Stoddard ; 6th, Miss J. Smith ; 7th, W. Hunter ; 8th, Miss J. Somerville ; 9th, Miss Cusack.

THIRD FORM.

- Latin* :—1st, Fairclough, W. E.
2nd, Griffin, E. W.
French :—1st, Fairclough, W. E.
German :—1st, Kraft, A.
Latin, French, and German ;—Thomson, G. C.
Natural Philosophy, Chemistry and Book-keeping :—Eager, H.
General Proficiency :—
1st, Smith, J.
2nd, McPherson, Miss A.
3rd, Ambrose, A. W.
4th, Shuttleworth, Wm.
5th, Plant, Miss A.
6th, Turnbull, Miss A.

OFFICERS OF THE QUARTERLY.

The following are the names of those appointed by the Society to conduct the present issue of "THE QUARTERLY:"

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Educational, - MR. D. M. STUART.
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