

THE SCHOOL PAPER.

FOR GRADES VII. AND VIII. (1914).

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* UNVEILING A MEMORIAL TO MAJOR MITCHELL.

1. In his expedition of 1836, Major (afterwards Sir Thomas) Mitchell traversed so much of Victoria, and indicated his route so clearly by description, drawings, and maps, that he has received more attention than any one else from those who, during the last two or three years, have been actuated by the desire to perpetuate, by means of cairns and tablets, the memory of the explorers and pioneers of the State.

2. Mr. G. J. Burleigh, the head teacher of the Faraday School, and the School Committee deserve praise for initiating the effort to place a memorial to him at Expedition Pass, a ravine (now the Castlemaine reservoir) which he passed through and named.



Photograph by A. Verey and Co., Castlemaine.]

AT THE UNVEILING CEREMONY EXPEDITION PASS, NEAR CHEWTON.

3. The effort was brought to a successful issue by a committee of delegates (presided over by the Mayor of Castlemaine, Mr. S. Cornish) from the Councils of Castlemaine, Chewton, and Metcalfe, the Progress Associations of Castlemaine and Harcourt, the Castlemaine Teachers' Association, and the Committees of the Faraday, Chewton, Harcourt, Elphinston, Moonlight Flat, and Metcalfe Schools. The duties of secretary were ably performed by Mr. G. Ellery.

4. In spite of the unfavorable weather, there was a good attendance of the public, the teachers of the neighboring schools, and their pupils, when, on last Discovery Day, the Director of Education (Mr. F. Tate) unveiled the memorial.

THE TIGER.

Burn'ing, gleaming.

Im-mor'tal, eternal; everlasting.

Shoul'der, here, figuratively, for force.

Sym-me-try, here, form; shape.

Deeps, firmaments below the earth.

1. Tiger, tiger, burning bright
In the forests of the night,
What immortal hand or eye
Could frame thy fearful sym-
metry?

As-pire, fly aloft.

Sin'ew (*muscle*), tough, fibrous band which joins
muscle to the bone.

Ter'rors, things that cause dread or fear.

Smile, rejoice.

2. In what distant deeps or skies
Burnt the fire of thine eyes?
On what wings dare he aspire?
What the hand dare seize the
fire?



"WHAT IMMORTAL HAND OR EYE COULD FRAME THY FEARFUL SYMMETRY?"

3. And what shoulder and what
art
Could twist the sinews of thy
heart?
And, when thy heart began to
beat,
What dread hand formed thy
dread feet?

4. What the hammer? what the
chain?
In what furnace was thy brain?
What the anvil? what dread
grasp
Dare its deadly terrors clasp?

5. When the stars threw down
their spears,²
And watered heaven with their
tears,³
Did He smile His work to
see?
Did He who made the lamb
make thee?

6. Tiger, tiger, burning bright
In the forests of the night,
What immortal hand or
eye
Could frame thy fearful sym-
metry?

—WILLIAM BLAKE (1757-1827), an English artist and poet.

1. **What dread . . . clasp?** What hand would dare to handle and form so cruel a brain.

2. **Threw down their spears**, were obscured—with horror at the monster thus created. The lights of the stars are here depicted as gleaming from the spear-heads of a celestial army, itself unseen from earth.

3. **Wa-tered heav-en with their tears**, lay hidden behind clouds of rain—in grief for man.

AMYAS LEIGH¹ AND HIS REVENGE.

List, attend; hearken.

In-vin'ci-ble, incapable of being conquered or overcome.

Van'quished, overcome; conquered.

Hap-less, without hap or good luck; unfor-
tunate.

Her'alds, announces.

Rem'nant, remainder.

Wake, track left by a vessel in the water.

De-ter'mined, resolved; decided.

Am'mu-ni-tion, articles used in charging fire-
arms, as powder, balls, shot, shells.

In'ci-dent, event; occurrence.

Loom'ing, showing large and dim.

Fes-tooned, wreathed.

In-tol'er-a-ble, unbearable.

Hatch-way, opening in the deck for the ladder
leading to the lower part of the ship.

As'pen, kind of poplar-tree, the leaves of which
move with the least breath of air.

Bul'warks (*bull-works*, the "o" as in *connect*),
sides of a ship above the upper deck.

Whet-ting, sharpening by rubbing on a stone.

Boat'swain (commonly pronounced *bow's'n*),
officer who has charge of the boats, sails, &c.,
and also summons the crew.

Galley, house on deck where the food is cooked.

Lin'stock, stick to hold a lighted match for
firing cannon; here, the match itself.

Lar-board, port; left-hand side of a ship.

*Attend, all ye who list to hear our noble England's praise;
I tell of the thrice famous deeds she wrought in ancient days,
When that great fleet invincible against her bore in vain
The richest spoils of Mexico, the stoutest hearts of Spain.*

—From "The Armada," by Lord Macaulay (1800-59), an English historian and poet.

1. Yes, it is over; and the great Armada² is vanquished. As the medals struck on the occasion said:—"It came, it saw, and it fled!" And whither? Away and northward, like a herd of frightened deer, past the Orkneys and Shetlands,³ catching up a few hapless fishermen as guides; past the coast of Norway—there, too, refused water and food; and on northward ever towards the lonely Faroes,⁴ and the everlasting dawn which heralds round the Pole the midnight sun.

2. Their water is failing; the cattle must go overboard; and the wild northern sea echoes to the shrieks of drowning horses. They must homeward at least, somehow, each as best he can. Let them meet again at Cape Finisterre,⁵ if indeed they ever meet. Alas for them! For now comes up from the Atlantic gale on gale, and few of that hapless remnant reached the shores of Spain.

3. And where are Amyas and the *Vengeance* all this while? Amyas is following in their wake.

For, when the Lord High Admiral⁶ determined to return, Amyas asked leave to follow the Spaniard; and asked, too, of Sir John Hawkins, who happened to be at hand, such ammunition and provision as could be afforded him, promising to repay the same, like an honest man, out



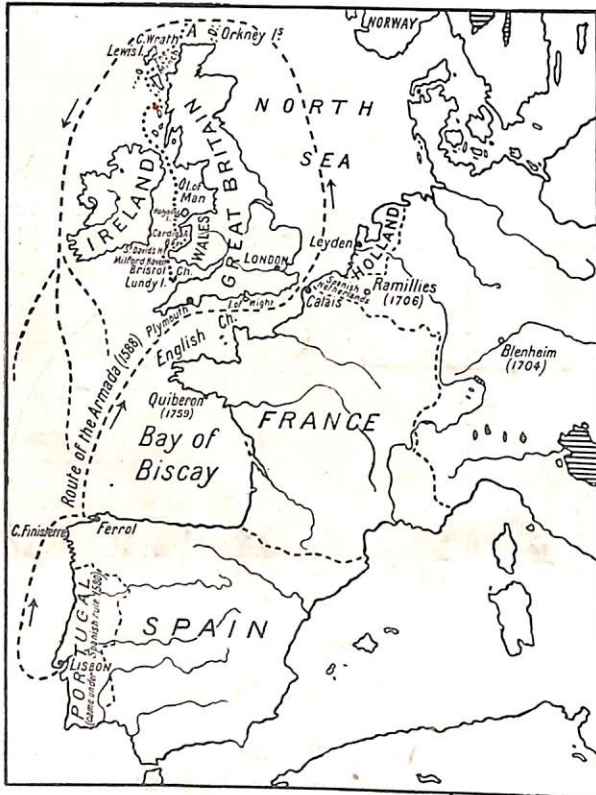
A DUTCH MEDAL.

(Translation.—"It blew, and they were scattered.")

of his plunder if he lived, out of his estate if he died; after which, Amyas, calling his men together, reminded them once more of the story of the Rose of Torridge and Don Guzman de Soto,⁷ and then asked: "Men of Bideford, will you follow me?"

And every soul on board replied that he was willing to follow Sir Amyas Leigh around the world.

4. There is no need for me to detail every incident of that long and weary chase. How they found the *Santa Catharina*, attacked her, and had to sheer off, she being rescued by the rest; how, when Medina's



The dotted line, commencing at A and ending at Lundy Island at the mouth of the Bristol Channel, indicates the route of the *Santa Catharina*.

these, and many more moving incidents of thⁱ: voyage, I must pass over, and go on to the end; for it is time that the end should come.

5. It was now the sixteenth day of the chase. They had seen, the evening before, St. David's Head, and, then, the Welsh coast round Milford Haven, looming out black and sharp before the blaze of the inland thunderstorm. In vain, they strained their eyes through the darkness to catch, by the fitful glare of the flashes, the tall masts of

squadron left the crippled ships behind, they were all but taken or sunk by thrusting into the midst of the Spanish fleet to prevent her escaping with Medina; how she was fain to run south, past the Orkneys, and down through the Minch,⁸ between Cape Wrath and Lewis; how she was nearly lost on the Isle of Man; how the Spaniard blundered down the coast of Wales, not knowing whither he went; how they were both nearly lost on Holyhead;⁹ how they got on a lee shore in Cardigan Bay; how the wind changed, and she got round St. David's Head;¹⁰—

the Spaniard; and, when, a little after midnight, the wind chopped up to the west, and blew stiffly till daybreak, they felt sure that they had her safe in the mouth of the Bristol Channel.

6. Slowly and wearily broke the dawn: a sunless, drizzly day, roofed with low, dingy cloud, barred and netted and festooned with black—a sign that the storm is only taking breath a while before it bursts again. As the day went on, the breeze died down, and the sea fell to a long, glassy, foam-flecked roll, while overhead brooded the inky sky, and, round them, the leaden mist shut out alike the shore and the chase.

7. Amyas paced the sloppy deck, fretting at every moment which lingered between him and his one great revenge. The men sat sulkily about the deck, and whistled for a wind; the sails flapped idly against



From the painting by Seymour Lucas, R.A., in the National Gallery, Sydney.]

ON PLYMOUTH HOE, JULY 19, 1588.

Lord Howard, Sir Francis Drake, Sir Martin Frobisher, Sir John Hawkins, Sir Richard Grenville, and Sir Walter Raleigh. Drake (with a bowl in his hand) says, "There is time enough to finish the game and beat the Spaniard too."

the masts; and the ship rolled in the long troughs of the sea, till her yard-arms almost dipped right and left.

"Take care of those guns. You will have something loose next," growled Amyas. "To have been on his heels sixteen days, and not sent this through him yet!" and he shook his sword impatiently.

8. So the morning wore away without a sign of living thing, not even a passing gull. Was he to lose his prey after all? The thought made him shudder with rage and disappointment. It was intolerable. Anything but that.

The men were now below at dinner.

"Here she is!" thundered Amyas from the deck; and, in an instant, all were scrambling up the hatchway as fast as the rolling of the ship would let them.

9. Yes, there she was. The cloud had lifted suddenly, and a ragged bore of blue sky let a long stream of sunshine down on her tall masts and stately hull as she lay rolling some four or five miles to the eastward; but, as for land, none was to be seen.

"There she is, and here we are," said Cary; "but where is *here*; and where is *there*? How is the tide, master?"

"Running up channel by this time, sir."

"What matters the tide?" said Amyas, devouring the ship with terrible and cold blue eyes. "Can't we get at her?"

10. Cary looked at him. His whole frame was trembling like an aspen. Cary took his arm, and drew him aside.

"Dear old lad," said he, as they leaned over the bulwarks, "what is this? You are not yourself, and have not been these four days."

"No; I am not Amyas Leigh; I am my brother's avenger.¹¹ Do not reason with me, Will; when it is over, I shall be merry old Amyas again;" and he passed his hand over his brow.

11. Cary went away with a shudder. As he passed down the hatchway, he looked back. Amyas was whetting away at his sword-edge, as if there was some dreadful doom on him to whet and whet for ever.

The weary day wore on. The strip of blue sky was curtained over again, and all was dismal as before, though it grew sultrier every moment; and, now and then, a distant mutter shook the air to westward. Nothing could be done to lessen the distance between the ships, for the *Vengeance* had had all her boats carried away but one, and that was much too small to tow her.

12. About two, Yeo¹² came up to him.

"He is ours safely now, sir. The tide has been running to the eastward for this two hours."

"Safe as a fox in a trap. There comes the thunder at last."

And, as he spoke, an angry growl from the westward heavens seemed to answer his words, and rolled and loudened nearer and nearer, till, right over their heads, it crashed against some cloud-cliff far above, and all was still.

Each man looked in the other's face; but Amyas was unmoved.

13. "The storm is coming," said he, "and the wind in it. It will be eastward-ho now, for once, my merry men all! Here comes the breeze. Round with the yards, or we shall be taken aback."¹³

The yards creaked round; the sea grew crisp around them; the hot air swept their cheeks, tightened every rope, filled every sail, bent her over. A cheer burst from the men as the helm went up,¹⁴ and they

staggered away before the wind right down upon the Spaniard, who lay still becalmed.

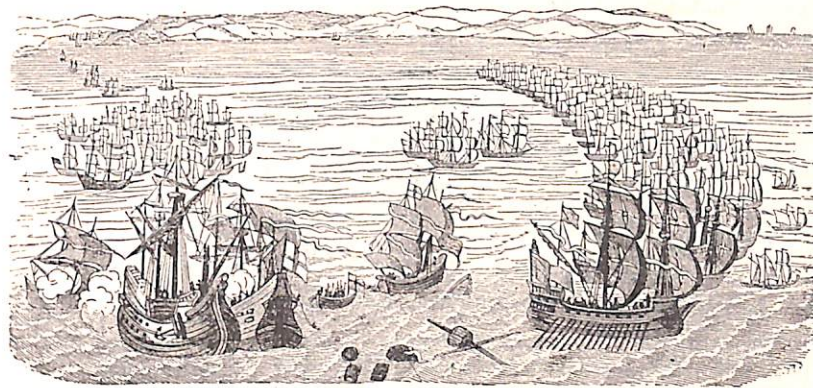
14. "There is more behind, Amyas," said Cary. "Shall we not shorten sail a little?"

"No; hold on every stitch," said Amyas. "Give me the helm, man. Boatswain, pipe away to clear for fight."

It was done; and, in ten minutes, the men were all at quarters,¹⁵ while the thunder rolled louder and louder overhead, and the breeze freshened fast.

15. "We shall have it now, and with a vengeance; this will try your tackle, master," said Cary.

He answered with a shrug, and turned up the collar of his rough frock as the first drops flew stinging round his ears. Another minute,



THE ENGLISH AND THE SPANISH FLEETS ABOUT TO ENGAGE OFF THE ISLE OF WIGHT, JULY 25, 1588.

(The picture is an adaptation from a tapestry, which was, some years ago, destroyed by fire in the House of Lords.)

and the squall burst full upon them, in rain which cut like hail—hail which lashed the sea into froth, and wind which swept the waters into one white, seething waste.

16. "Get the arms and ammunition under cover, and, then, below with you all," shouted Amyas from the helm.

"And heat the pokers in the galley fire," said Yeo, "to be ready if the rain puts our linstocks out. I hope you'll let me stay on deck, sir, in case—"

"I must have some one, and who better than you? Can you see the chase?"

17. No; she was wrapped in the grey whirlwind. She might be within half a mile of them for aught they could have seen of her.

"Hurrah! there she is, right on our larboard bow."

There she was indeed, two musket-shots off, staggering away, with canvas split and flying.

"What shall we do now?" said Yeo, rubbing his hands.
 "Range alongside, and try our luck once more."

—FROM CHARLES KINGSLEY'S *Westward Ho!* Kingsley, an English clergyman, novelist, and poet, was born in 1817, and died in 1891. Among his best known works are *Hereward the Wake*, *The Water Babies*, and *Two Years Ago*.

(To be continued.)

1. **Am'cy-as Leigh** (*am'e-as lee*), the hero of Charles Kingsley's romance, "*Westward Ho!*"—a tale of Elizabethan times, and of the war between England and Spain. Leigh is a type of the fearless sailor and explorer of his time.

2. **Ar-ma'da** (*ar-may'dah* or *ar-mah'dah*), an immense Spanish fleet that was sent to assail England in 1588. The Duke of Medina (*me-di'na*) Sidonia, who was in command of it, wished to destroy the shipping in Plymouth Harbor; but the English fleet, by attacking his rear, foiled his design. The decisive engagement, which lasted six hours, was fought at Gravelines (a little to the east of Calais, France); and Sidonia, finding his fleet drifting towards the shores of Holland, decided to sail northward.

3. **Ork'neys** and **Shet'lands**, groups of islands, north-east of Scotland.

4. **Far'oes** (*fare'oes*), the Faroe Islands, belonging to Denmark, north of Scotland.

5. **Cape Fin'is-terre'** (*fin'is-tare'*), north-west of Spain.

6. **Lord High Ad mi-ral**, Lord Howard, who, on account of the want of ammunition and provisions, could not pursue the Armada far into the North Sea.

7. **Rose of Tor'ridge** and **Don Guz'man de So'to**. Rose Salterne, the daughter of the Mayor of Bideford, a beautiful maiden whom several of the young men of the neighborhood wished to marry, left her home secretly with Don Guzman de Soto, a Spanish nobleman, who was in England as a prisoner of war. He was sent afterwards to govern a Spanish colony in the West Indies. Amyas Leigh, his brother, and several other young men sailed away to avenge her, as they thought she had been carried off against her will. After their many adventures have been described, we are brought to the climax in the account given above. Don Guzman was the captain of the *Santa Catharina*, one of the ships of the Armada. *Bideford* is a seaport at the mouth of the Torridge, north-west of Devonshire.

8. **Minch**, strait between Scotland and Lewis, the largest of the Outer Hebrides.

9. **Hol-y-head** ("o" as in *odd*), a small island to the west of Anglesea, which is separated from Wales by Menai 'men i' Strait.

10. **St Da-vid's Head**, south-west of Wales.

11. **Broth'er's a-veng'er**. His brother Frank had suffered a cruel death in the West Indies, at the hands of the Spaniards.

12. **Yeo** (*yo*), one of Amyas's most trusted companions.

13. **Tak'en a back**, driven backwards through the wind striking the front of the sail.

14. **Went up**, moved into a position that caused the ship's head to turn to the leeward, the direction opposite to that from which the wind was blowing.

15. **At quar'ters**, at their stations for fighting.

*

ROSABELLE.

Haugh-ty, proud; imperious.

Deign (*dayn*), see fit; condescend.

Firth or **frith**, wide river-mouth.

Inch, here, island

Sea-mews, sea-gulls.

Seer, person who foresees what is to happen.

Swathed (*swaythd*), wrapped round and round.

Bar'on (the "a" as in *man*), one of the lower nobility.

Shroud, grave-clothes; winding-sheet.

Pan o-ply, full armor.

Sac ris-ty, part of a church in which the robes and books are kept.

1. O, listen, listen, ladies
 gay!
 No haughty feat of arms I
 tell;

Al'tar (the first "a" as in *all*), formerly, a raised place for offering sacrifice; in churches, the communion table.

Pale, railing round the altar. (Compare the word *paling*.)

Bat-tle-ment, wall on the top of a building, with openings to look or shoot through.

Pin-net, pinnacle; peak of a building.

But-tress, building against a wall to make it stronger; prop.

Vault, room with an arched roof, especially one underground.

Dirge, funeral song; song of sorrow.

Soft is the note and sad the
 lay
 That mourns the lovely
 Rosabelle.¹

SCHOLARSHIPS, 1914.

Information that the Boys and Girls
 of the Upper Grades should bring
 under the notice of their Parents.

The Hon. T. Livingston, M.L.A.,
 Minister of Public Instruction.

Mr. Frank Tate,
 Director of Education.

EDUCATION DEPARTMENT, MELBOURNE.

EDUCATION DEPARTMENT, VICTORIA.

JUNIOR SCHOLARSHIPS, SENIOR SCHOLARSHIPS, JUNIOR
TECHNICAL SCHOLARSHIPS, SENIOR TECHNICAL
SCHOLARSHIPS, AND SCHOLARSHIPS FOR TEACHERS.

*Information that the Boys and Girls of the Upper Grades should bring
under the notice of their Parents.*

INTRODUCTORY.

As the years go by, the value of education is being recognized more and more throughout the progressive nations of the world; and the education that is being given to the young people of such nations is of quite a different kind from the old form of instruction. It is more varied in character, and aims at meeting the needs of all the different classes of a community. It is realized, nowadays, that a proper education is one which will fit a boy or girl to discharge, as efficiently as possible, his or her duties in the walk of life that each enters. Not many years ago, it was thought that education was the right and privilege of the few; but, now, it is understood that, if a country is to be progressive and prosperous, all its citizens must be efficient, and that this efficiency can be secured only by means of varied courses of education.

Education in Victoria.—The people of Victoria have not been slow to recognize the value of good education, and one of the finest things the first generation of statesmen in our State did was to lay the foundation of an educational system on broad, general, democratic lines. Many improvements have been made in the system since then, and all with a view of rendering it more comprehensive and effective. For example, there are many prominent men in Australia to-day who owed their advancement, in the first instance, to the scholarships and exhibitions

granted them by the Government to enable them to carry on and complete their educational training. Each State has leading lawyers, doctors, engineers, commercial men, and statesmen who were once scholarship holders, and then gained exhibitions that enabled them to enter upon and complete courses at the University and develop their natural abilities to the best advantage; and, as a result, they have been given an opportunity of rendering effective service to the community.

National Efficiency.—Of late years, still further changes have been made in our system, always with a view of broadening its basis and bringing its advantages within reach of all. High schools and higher elementary schools have been established in the more important towns throughout the length and breadth of Victoria. By means of these schools and the registered secondary schools, it is now assured that secondary education can be obtained by great numbers of the boys and girls of the State. But it has been realized that national efficiency cannot be secured merely by a scheme of academic education; and so, besides the registered schools, the high schools, and the higher elementary schools, junior technical schools and technical schools have been established in many cities and towns, and, further, in the high schools and higher elementary schools, provision is made for courses in commercial and technical subjects. The establishment of technical schools and technical courses has been determined upon because our Government realizes that we need, not only educated lawyers, doctors, engineers, clerks, merchants, and statesmen, but also (and very urgently) educated tradesmen, artisans, and mechanics; and it recognizes that, in the abilities of its brainy boys and girls, and in the skill of its artisans, lies the finest of the State's resources.

A Generous Offer.—Therefore, to help further such young people, the Government, besides providing high schools, higher elementary schools, junior technical schools, and technical schools, is still offering scholarships, and is offering them in greater numbers than ever before. Very many people, we believe, are unaware of this scheme of State assistance extending beyond the elementary school, therefore, this pamphlet is issued in the hope of making it more generally known.

JUNIOR SCHOLARSHIPS.

To assist the bright boys and girls of the State at an early stage of their educational training, there will be awarded annually, on competitive examination, one hundred scholarships, to be called Junior Scholarships to distinguish them from the Senior Scholarships, or Exhibitions as they were formerly termed. These Junior Scholarships will be in three

divisions: fifty will be open to pupils in attendance at State elementary schools; thirty will be open to pupils in attendance at higher elementary, or district high, schools; and the remaining twenty will be open to pupils in attendance at registered schools.

The fifty Junior Scholarships for pupils attending State elementary schools will be grouped in three divisions: a certain number will be open to pupils attending schools situated chiefly in industrial centers; a certain number to pupils attending schools situated chiefly in residential centers; and the remainder to pupils attending schools with an average attendance of less than 150 scholars.

The age of candidates must not exceed fourteen years and six months on the first day of January immediately succeeding the examination.

The subjects of the competitive examination for the fifty Junior Scholarships awarded to pupils attending State elementary schools will be, broadly, as prescribed for Grade VIII. at such schools, with certain concessions in respect of the smaller schools; the subjects for the thirty Junior Scholarships for pupils attending at higher elementary or district high schools will be as prescribed for the second year in the Common Course of Study for such schools; and, for the twenty scholarships to be awarded to pupils attending registered schools, the subjects for twelve of them will be as prescribed for Grade VIII. at State elementary schools, and, for the remaining eight, as prescribed for the second year in the Common Course of Study for higher elementary and district high schools.

The successful candidates will be entitled to become students at an approved district high school, or an approved registered secondary school, for four years; or, alternatively, at an approved higher elementary school for two years, and at an approved district high school or registered secondary school for the remaining two years. When a scholar is allowed by the Minister to attend an approved registered secondary school, he will be granted an allowance of £12 per annum towards expenses of tuition, of books, and of other materials. Scholars at higher elementary and high schools will receive free tuition and an allowance of £4 per annum towards the cost of books and other materials. In cases where the scholarship holder does not reside within five miles of a school at which the scholarship is tenable, the Minister may allow him such sum (not exceeding £5) as will cover cost of transit to and from school. Further, where it is necessary that the scholarship holder shall reside apart from his parents or guardians, the Minister may grant an allowance of £26 per annum. The transit and board allowance will depend, to some extent, upon the income of the parents or guardians.

SENIOR SCHOLARSHIPS.

Senior Scholarships (formerly called Exhibitions) will continue to be provided, and the number has been largely increased. These are divided into two classes. Twenty will be awarded annually to holders of Junior Scholarships, and another twenty will be open to free competition. Besides these scholarships, twenty students may be nominated annually for free courses at the University of Melbourne, in agriculture, mining, and veterinary science.

These scholarships will be of the value of £40 per annum, and will be tenable for four or (under certain conditions) five years at the Melbourne University. The holder of one of these Senior Scholarships will thus be enabled to pursue a course of study in such subjects as medicine, law, and engineering.

It will, therefore, be recognized that encouragement and practical assistance is being extended to the capable young people of the State to pass right on from the elementary school to the professional courses at the University.

TECHNICAL SCHOLARSHIPS.

Besides the scholarships referred to above, which assist mainly towards commercial and professional careers, the Government has recently made provision for the awarding of scholarships that will assist towards industrial careers. There has been provided a number of Technical Scholarships for this purpose. These Technical Scholarships are of two kinds:—Junior Technical Scholarships and Senior Technical Scholarships.

(A) *Junior Technical Scholarships.*

There are to be awarded annually, on competitive examination, fifty Junior Technical Scholarships, in two divisions. Forty of these scholarships will be open to pupils in attendance at State schools, and the other ten to pupils in attendance at registered schools.

The subjects of the competitive examination will be as prescribed for Grade VII. at State elementary schools, and the age of candidates must not exceed thirteen years and six months on the 1st January immediately succeeding the examination. On being awarded a Junior Technical Scholarship, the candidate must take up, for two years, a course at a junior technical school, or the industrial course at a higher elementary, or district high, school. Besides receiving this free tuition elementary, the scholarship holder will be granted an allowance of £4 per annum toward expenses of books and of workshop, laboratory, and

other materials. Allowances for transit and board will be on the same scale and under the same conditions as for Junior Scholarships.

By means of these scholarships, it is hoped that the industrial efficiency of the artisans and craftsmen of the State will be improved.

(B) *Senior Technical Scholarships.*

In order to carry such improvement still further, fifty Senior Technical Scholarships will be awarded annually. Thirty of these scholarships will be granted to candidates who have been in attendance at junior technical schools, technical schools, evening continuation classes, higher elementary schools, district high schools, or registered schools. Of these thirty scholarships, twenty will be open for boys, and tenable for three or four years at a technical school, and they will entitle the holder to free tuition and an allowance of £30 per annum during the full length of the course.

But the desirability of improving the household and industrial efficiency of our women folk has not been overlooked, and ten scholarships will be open to girls to enable them to proceed to approved courses in domestic arts. These scholarships will also entitle the holder to free tuition and an allowance of £30 per annum during a three or four years' course.

To lads in employment, the remaining twenty scholarships will be open. They will be tenable for three years at approved evening courses, and will entitle the holder to free tuition and an allowance of £10 per annum during the full length of the course. Applications for these scholarships must be definitely made, and the awards will be granted by a special board, either by competitive examination or otherwise, as this board may decide.

SCHOLARSHIPS FOR TEACHERS.

With a view of assisting boys and girls who have decided to become teachers, and in order to assure to them a sound preliminary training, sixty scholarships are to be awarded annually on competitive examination. Candidates must be between fourteen and seventeen years of age on the day of examination. Those who win these scholarships are entitled to free tuition and an allowance of £4 per annum for three years while attending a higher elementary school or a district high school; if, however, they elect to attend an approved registered secondary school, they will be entitled to an allowance of £12 per annum for three years, with additional allowances for board or travelling where necessary. On completing their course of study at the high school or registered secondary school, those who have been successful at the examination will

be appointed as junior teachers and paid a salary. They may, subsequently, apply for free studentships at the Teachers' College, and enter on the course of training for kindergarten teachers, for primary teachers, or for secondary teachers. About seventy such studentships are awarded annually, and, during the course, the holders are provided with residence at the College and receive an allowance for expenses, or, if they do not reside at the College, an allowance for board and lodging. In this way, clever boys and girls may, from the age of about fourteen years, receive education and training as teachers with very little expense to their parents. On completing the course of training, they have a preferential claim to appointment to certain positions, and receive a yearly salary ranging from £100 to £140. In all cases of scholarships and studentships for teachers, the holders must enter into an agreement by themselves and an approved surety not to relinquish the course without the sanction of the Director, and to continue in the service of the Department for three or (in certain cases) four years after the conclusion of the course.

FINAL NOTE.

From the foregoing, it is clear that splendid opportunities of receiving the highest educational advantages the State can afford are now presented to talented, enterprising boys and girls. Junior Scholarships, Senior Scholarships, Junior Technical Scholarships, Senior Technical Scholarships, and Scholarships for Teachers are within the reach of any such pupils in our schools. In all, nearly one thousand scholarships will be current in each year when the present scheme is in full operation. The first examination under it will be held in December of this year.

It is to be hoped that all parents and guardians will make it their business to consider carefully the fine educational possibilities this State scheme of assistance offers. Further information may be obtained on application to the Director, Education Office, Melbourne.

2. "Moor, moor the barge, ye
gallant crew!
And, gentle lady, deign to
stay!
Rest thee in Castle Ravens-
heuch,²
Nor tempt the stormy firth³
to-day.
3. "The blackening wave is edged
with white;
To inch and rock, the sea-
mews fly;
The fishers have heard the
water-sprite,
Whose screams forebode that
wreck is nigh.
4. "Last night, the gifted seer did
view
A wet shroud swathed round
lady gay;
Then stay thee, fair, in Ravens-
heuch,
Why cross the gloomy firth
to-day?"
5. "'Tis not because Lord Linde-
say's heir
To-night at Roslin⁴ leads the
ball,
But that my lady-mother there
Sits lonely in her castle hall.
6. "'Tis not because the ring they
ride,⁵—
And Lindesay at the ring
rides well,—
But that my sire the wine will
chide
If 'tis not filled by Rosa-
belle."
7. O'er Roslin, all that dreary
night,
A wondrous blaze was seen
to gleam;
- 'Twas broader than the watch-
fire's light,
And redder than the bright
moonbeam.
8. It glared on Roslin's castled
rock,
It ruddied all the copsewood
glen;
'Twas seen from Dryden's⁶
groves of oak,
And seen from cavern'd
Hawthornden.⁷
9. Seem'd all on fire that chapel
proud
Where Roslin's chiefs un-
coffin'd lie,
Each baron, for a sable shroud,
Sheathed in his iron panoply.
10. Seem'd all on fire within,
around,
Deep sacristy and altar's
pale;
Shone every pillar foliage-
bound,
And glimmer'd all the dead
men's mail.
11. Blazed battlement and pinnet
high,
Blazed every rose-carved
buttress fair—
So still they blaze when fate is
nigh
The lordly line of high Saint
Clair.⁸
12. There are twenty of Roslin's
barons bold
Lie buried within that proud
chappelle;⁹
Each one the holy vault doth
hold;—
But the sea holds lovely
Rosabelle.

13. And each Saint Clair was
buried there,
With candle, with book, and
with knell ;

—SIR WALTER SCOTT (1771–1832), a great Scottish poet and novelist,
in "The Lay of the Last Minstrel."

1. **Ro-sa-belle**, a family name in the house of St. Clair.
2. **Ra-vens-heuch** (the last syllable rhyming with "crew" and "view"), now a ruin, situated between Kirkcaldy and Dysart in Fifeshire, Scotland, on the northern shore of the Firth of Forth, as Roslin is on the southern. Ravensheuch means, literally, *raven's crag*.
3. **The storm y firth**, the Firth of Forth, east of Scotland.
4. **Ros-lin**, a village, seven miles south of Edinburgh, with an interesting chapel and the ruins of a castle that belonged to the St. Clairs. The name "Roslin" means the promontory (*ross*) at the *linn* or waterfall.
5. **The ring they ride**. A small iron ring was suspended from a cross-piece, and the knight, at full gallop, tried to carry it off on the point of his lance.
6. **Dry-den**, a property near Lasswade, Edinburgh.
7. **Haw-thorn-den**, a glen on the River Esk near Roslin, famous for its beauty. It is owned by the descendants of the Scottish poet, William Drummond (1585–1649), who lived there.
8. **Saint Clair**, now Sinclair, an old Scottish family.
9. **Cha-pelle'** (*sha-pe!*), the French form of our word "chapel." Roslin Chapel is richly ornamented, and is still in good preservation.

* FROM EUROPE TO ASIA.

Dra-mat'ic, vivid ; animated.

Off'ing, that part of the visible sea at a good distance from the shore : part of the sea which is more than half-way from the shore to the horizon. In the text, the word is used with reference to the land.

Des'ti-na'tion, place to be reached, or for which one is bound.

Man'i fest-ly, beyond question or doubt.

Bar-ri-er (*bar*, "a" as in *am*), line of separation ; boundary.

Tu-mul-tu-ous, turbulent ; boisterous.

O-ri-en-tal-ism ("o" as in *bare*), any trait, custom, expression, &c., peculiar to the peoples of Asia.

Viv'id, brilliant ; having the appearance of vigorous life or freshness.

Tur-moil, tumult ; agitation.

Tur-so-la'tion, ruin ; place or country wasted, and forsaken.

Ram-part, broad embankment round a place.

Low'er-ing (*low*, "ou" as in *out*), frowning ; dark and threatening.

Pun-²kah, frame covered with canvas, and suspended from the ceiling, to be used as a fan to cool a room.

Liv'er-y, peculiar dress or garb appropriated by any body of persons to their own use.

Un-fa-mil-iar, not well known.

Mel-an-chol-y, gloomy ; dismal.

I-so-la'tion (first "i" as in *ice*), or **is-o-la-tion** (first "i" as in *ill*), loneliness ; solitariness.

Rhyt'mic (*rith*, "i" as in *ill*), recurring at regular intervals.

Mo-not-o-nies, uniformities ; want of variety.

Ho-ri-zon, apparent junction of earth and sky visible from a gi-en point.

In-ane-ly ("a" as in *ale*), foolishly ; without thinking.

Por-ten-tous, ominous ; significant ; foreboding evil.

Sin-is-ter, evil ; indicative of hidden danger.

Sig-nif-i-cant, important ; containing some special meaning.

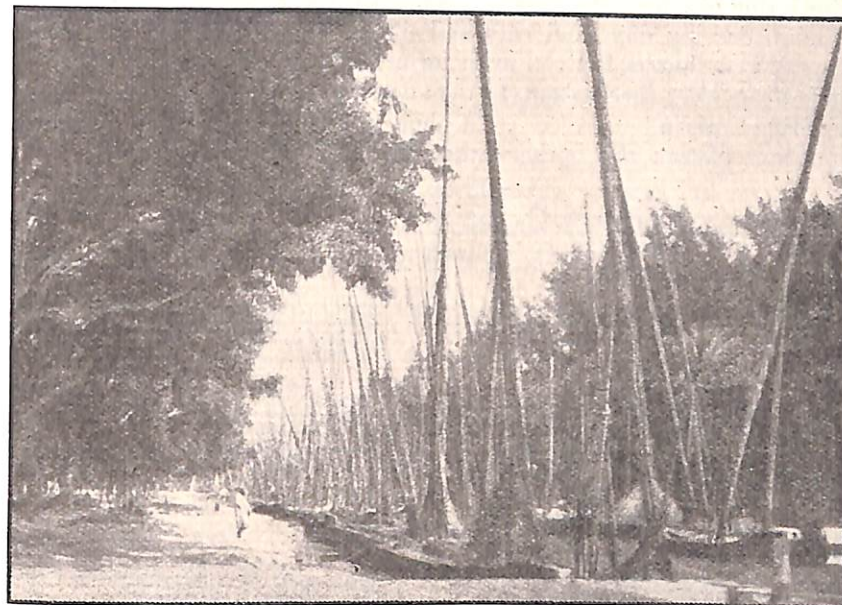
*Oh, East is East, and West is West, and never the twain shall meet
Till earth and sky stand presently at God's great judgment seat ;
But there is neither East nor West, border, nor breed, nor birth,
When two strong men stand face to face, though they come from the ends of the earth !*

—From "The Ballad of East and West," by Rudyard Kipling, a living English poet.

1. I found something very striking and dramatic in the passage from Europe to Asia. One steams slowly through a desert that comes up close to the ship ; the sand stretches away, hillock and mound beyond hillock and mound ; one sees camels in the offing stringing out to some ancient destination. Manifestly, one is passing across a barrier—the canal has changed nothing of that. Suez¹ is a first dab of tumultuous orientalism, noisy and vivid. And then, after that gleam of turmoil,

But the sea-caves rung, and
the wild wind sung,
The dirge of lovely Rosa-
belle.

one opens out into the lonely, dark-blue waters of the Red Sea. Right and left, the shore is a bitter, sun-scorched desolation ; eastward frowns a great rampart of lowering purple mountains towering up to Sinai.²



NEW ISMAILIA, ON LAKE TIMSEH, SUEZ CANAL.

(See *The School Paper—Grades V. and VI.*)

It is like no European landscape. The boat goes slowly, as if uncharted dangers lurked ahead. It is a new world with a new atmosphere. Then comes wave upon wave of ever more sultry air ; the punkahs begin to swing ; and the white clothes appear. Every one casts off Europe, and assumes an Asiatic livery. The very sun, rushing up angrily and abruptly after a heated night, is unfamiliar—an Asiatic sun.



ADEN.

2. And so one goes down that reef-fringed waterway to Aden.³ It is studded with lonely-looking lighthouses that burn, it seems, untended, and, sometimes, in their melancholy isolation, swing great rhythmic

arms of light. And, then, land and the last lateen sails⁴ of Aden vanishing together, one stands out into the hot, thundery monotonies of the Indian Ocean; into imprisonment in a blue horizon, across the Titan⁵ ring of which the engines seem to throb in vain. How one paces the ship day by day, and eats and dozes, and eats again, and gossips inanely, and thanks Heaven even for a flight of flying fish, or a trail of smoke from over the horizon, to take one's mind a little out of one's oily, quivering prison! . . . A hot, portentous delay; a sinister significant pause: *that* is the voyage from Europe to India still.

—From *The Passionate Friends*, by H. S. WELLS.

1. **Su'ez** (*soo'ez*), a seaport town of Egypt, on the Gulf of Suez, at the west of the mouth of the Suez Canal. During the autumn, ague and remittent fever are prevalent. The population numbers 11,000.

2. **Si'nai** (*si'ni*, the "i's" as in *ice*), or **Si'na-I**, a mountain in the north-west of Arabia, famous in Scripture, and usually identified with Jebel-Musa, one of a cluster of mountains of which Mount Horeb forms part of the north end.

3. **A'den** ("a" as in *arm* or as in *ate*), a fortified seaport in south-west Arabia, has been a British possession since 1839. Provisions, firewood, fodder, and even some of the water used in the settlement have to be imported from the surrounding country. Its favorable situations for commerce made it an important trading center at many periods of history, and it is now the great seat of the commerce between Arabia and Africa.

4. **La-teen' sails**. In the Mediterranean Sea, and especially along the northern coast of Africa, a triangular sail, extended by a long arm, which is slung, at a considerable distance from the lower end, to the mast, is termed a lateen sail. This rig is used by the Arabs on their dhows.

5. **Ti'tan**, immense. In Greek mythology, the Titans were primeval deities, and the earliest children of the earth, their mother. The great event in Titan history was the war in Thessaly against the Olympian gods, in which the Titan dynasty was overthrown.

LIBERTY.

Jail (the form preferred by the *Oxford English Dictionary*), prison.

Moat, deep, wide trench around the rampart of a castle or other fortified place, usually filled with water; ditch.

Con-fine-ment, imprisonment; any restraint of liberty.

So-lil'o-quy, act of talking to one's self; monologue (*log*).

Lam'en-ta'tion, wailing; audible expression of sorrow.

Trel'lis, meshes; network.

Dis si-pat'ed ("a" as in *ate*), dispersed; dissolved.

Me-chan'i-cal, uninfluenced by will or emotions; done as if by a machine.

Chym'ic (*kim*), old form of chemic, belonging to alchemy, the mediæval chemical science.

Swain, rustic; young man living in the country. The word is used chiefly in poetry.

Mi'tre, official headdress of a bishop. It has been of various forms, the one now in use being a kind of tall cap, deeply cleft at the top, the outline of the front and back being that of a pointed arch.

Dis-tract, draw the mind or attention to a different object; divert.

Dun'geon (*jun*), dark, close prison, commonly underground.

De-ferred (*ferd*), delayed; put off.

Lat tice, kind of framework of wood or metal, made by crossing laths or other thin strips so as to form a network.

Al-ter nate-ly, by turns.

Etch'ing, scoring or scratching.

Af-flic'tion, state of pain, distress, or grief.

Sus-tain, support; suffer.

1. "The mind sits terrified at the objects she has herself magnified and blackened; reduce them to their proper size and hue, she overlooks them. 'Tis true," said I, "the jail is not an evil to be despised; but strip it of its towers, fill up the moat, unbarricade the doors, call it simply a confinement, and suppose it is some tyrant of a distemper, and not of a man who holds you in it, the evil vanishes, and you bear the other half without complaint."

2. I was interrupted in the depth of this soliloquy with a voice, which I took to be that of a child, which complained that it could not get out. I looked up and down the passage, and, seeing neither man,

woman, nor child, I went out without further attention. In my return through the passage, I heard the same words repeated twice over; and, looking up, I saw it was a starling, hung in a little cage. "I can't get out, I can't get out," said the starling.

3. I stood looking at the bird: and, to every person who came through the passage, it ran fluttering to the side towards which they approached it, with the same lamentation of its captivity. "I can't get out," said the starling. "God help thee," said I, "but I will let thee out, cost what it will;" so I turned about the cage to get at the door; it was twisted, and double twisted so fast with wire there was no getting it open without pulling the cage to pieces. I took both hands to it.

4. The bird flew to the place where I was attempting his deliverance, and, thrusting his head through the trellis, pressed his breast against it as if impatient. "I fear, poor creature," said I, "that I cannot set thee at liberty." "No," said the starling, "I can't get out, I can't get out."

5. I vow I never had my affections more tenderly awakened: nor do I remember an incident in my life where the dissipated spirits, to which my reason had been a bubble, were so suddenly called home. Mechanical as the notes were, yet so true in tune to nature were they chanted that, in one moment, they overthrew all my reasoning upon the jail; and I walked upstairs, unsaying every word I had said in going down them.

6. "Disguise thyself as thou wilt, still, slavery," said I, "still thou art a bitter draught; and, though thousands in all ages have been made to drink of thee, thou art no less bitter on that account.

7. "'Tis thou, thrice sweet and gracious goddess," addressing myself to Liberty, "whom all, in public or in private, worship; whose taste is grateful, and ever will be so till Nature herself shall change. No tint of words can spot thy snowy mantle, or chymic power turn thy sceptre into iron. With thee to smile upon him as he eats his crust, the swain is happier than his monarch, from whose court thou art exiled. Gracious Heaven!" cried I, kneeling down upon the last step but one in my ascent, "grant me but health, thou great Bestower of it, and give me but this fair goddess as my companion, and shower down thy mitres, if it seems good unto Thy divine providence, upon those heads that are aching for them."



THE REV. LAURENCE STERNE (1713-68).

8. The image of the bird in his cage pursued me into my room ; I sat down, close by my table, and, leaning my head upon my hand, I began to figure to myself the miseries of confinement. I was in a right frame for it, so I gave full scope to my imagination.

9. I was going to begin with the millions of my fellow-creatures born to no inheritance but slavery;¹ but finding, however affecting the picture was, that I could not bring it near me, and that the multitude of sad groups in it did but distract me, I took a single captive, and, having first shut him up in his dungeon, I then looked through the twilight of his grated door to take his picture.

10. I beheld his body, half-wasted away with long expectation and confinement, and felt what kind of sickness at heart it was which arises from hope deferred. Upon looking nearer, I saw him pale and feverish ; in thirty years, the western breeze had not once fanned his blood ; he had seen no sun, no moon, in all that time ; nor had the voice of friend or kinsman breathed through his lattice. His children—but here my heart began to bleed, and I was forced to go on with another part of the portrait.

11. He was sitting upon the ground, upon a little straw, in the farthest corner of his dungeon, which was alternately his chair and bed ; a little calendar of small sticks were laid at the head, notched all over with the dismal days and nights he had passed there. He had one of these little sticks in his hand, and, with a rusty nail, he was etching another day of misery to add to the heap. As I darkened the little light he had, he lifted up a hopeless eye towards the door, then cast it down, shook his head, and went on with his work of affliction. I heard the chains upon his legs, as he turned his body to lay his little stick upon the bundle. He gave a deep sigh. I saw the iron enter into his soul ; I burst into tears ; I could not sustain the picture of confinement which my fancy had drawn.

—LAURENCE STERNE (1713-68), an English clergyman and novelist.

1. **Slave-ry.** This essay was written before the British Parliament, in 1808, declared the slave-trade to be illegal, and, 25 years later, passed an act that freed all slaves in British colonies.

SOLILOQUY ON SLEEP.

So-lil'o-quy, discourse made by one in solitude to oneself ; a talking to oneself.

Crib, hovel ; hut.

Pal'let, mattress.

Per'fumed, scented.

Can'o-py, covering fixed at some height above a bed.

Loath'some, disgusting.

Im-pe'ri-ous, commanding ; overbearing.

How many thousand of my poor-est subjects

Are at this hour asleep!—O sleep,
O gentle sleep,

Nature's soft nurse,¹ how have I
frighted thee

Surge, great rolling swell of water, produced, generally, by a high wind.

Vis-i-ta'tion, infliction.

Hur'ly, noise ; confusion.

Par'tial (*shat*), showing undue preference.

Ap-pli'an-ces, things needed as a means to an end ; conveniences.

Boot, remedy ; relief ; advantage. **To boot**, in addition.

That thou no more wilt weigh my
eyelids down

And steep my senses in forgetful-
ness ?

Why rather, sleep, liest thou in
smoky cribs,

Upon uneasy pallets stretching
thee,
And hushed with buzzing night-
flies to thy slumber,
Than in the perfumed chambers of
the great,
Under the canopies of costly state,
And lulled with sounds of sweetest
melody ?

O thou dull god ! why liest
thou with the vile

In loathsome beds, and
leav'st the kingly couch
A watchcase² or a common
'larum bell ?³

Wilt thou, upon the high
and giddy mast,
Seal up the ship-boy's eyes,
and rock his brains

In cradle of the rude, im-
perious surge,

And, in the visitation of the
winds,

Who take the ruffian billows by
the top,

Curling their monstrous heads,
and hanging them

With deafening clamor in the
slippery clouds,⁴

That, with the hurly, death itself
awakes ?

Canst thou, O partial sleep, give
thy repose

To the wet sea-boy in an hour so
rude,

And, in the calmest and most
stillest night,⁵



With all appliances and means to
boot,

Deny it to a king ?—Then, happy
low, lie down !⁶

Uneasy lies the head that wears a
crown.

—SHAKESPEARE, *Henry IV.*—
Part II., Act III., Scene i.

1. **Nat'ure's soft nurse.** Other descriptive epithets for sleep, used by Shakespeare, are, "sore labor's bath," "balm of hurt minds," "chief nourisher in life's feast," "the death of each day's life," "the honey-heavy dew of slumber." He speaks, also, of "sleep that knits up the ravelled sleeve of care."

2. **Watch-case**, sentry-box, where the watchman has to be constantly on the alert.

3. **'Larum bell**, alarm bell, or alarm bell, a bell that gives notice of danger.

4. **Clouds.** Shakespeare may have written "shrouds" (which is sometimes put here), the rope-ladders that stretch from the mast-head to each side of a vessel

5. **Most still-est**, a double superlative—a construction that is not common. It should not be imitated

6. **Then, hap'py low, lie down.** This, probably, means—Then, lie down in comfort, happy in being in a lowly (not an exalted) position.

*

AN AMBIGUOUS TITLE.

Am-big'u-ous, having a double meaning ;
doubtful.

Fur'lough (*fur'lo*), leave of absence.

Ea-ger-ness, strong desire to do or to get.

Knowl-edge (*no'l'ej*), that which a person knows.

Mule, half horse, half donkey.

An-swered, replied.

1. The word "furlough" came in a reading lesson, and the teacher asked if any boy or girl knew the meaning.

2. One hand was raised, and shaken quickly in the eagerness of the pupil to show his knowledge. When he got leave to speak, he rose, and said,—

“Furlough means a mule.”

3. Not a whit put out at the teacher's “O! no, it doesn't,” the small boy answered, “I have the book at home that says so.” Then, the teacher told him he might bring the book to school and show it to her.

4. The next morning, he came armed with the book, and proudly showed her the picture of an American soldier astride a mule, under which was printed, “Going home on his furlough.”

EVENING HYMN.

S. BARING-GOULD.

S. BARING-GOULD.

DOH is Ab.

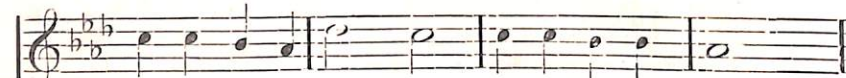
| m : m | f : f | s : - | m : - | f : f | m : m | r : - | : |



- | | | |
|---------------|-----------------------------------|----------------------------|
| 1. | Now the day is o - ver, | Night is draw - ing nigh, |
| 2. <i>p</i> | Now the dark - ness gath - ers, | Stars be - gin to peep, |
| 3. <i>cr.</i> | Thro' the long night - watch - es | May Thine an - gels spread |
| 4. <i>f</i> | When the morn - ing wa - kens, | Then may I a - rise |



| m : m | r : d | f : - | m : - | m : m | r : r | d : - | - ||



- | | | |
|-------------|-----------------------------------|---------------------------|
| <i>dim.</i> | Shad - ows of the eve - ning | Steal a - cross the sky. |
| | Birds, and beasts, and flow - ers | Soon will be a - sleep |
| | Their white wings a - bove me, | Watch - ing round my bed. |
| | Pure, and fresh, and sin - less | In Thy ho - ly eyes. |

